

العربية بالراديو

# ARABIC BY RADIO

ج ١ و ٢ إنجليزي

اتحاد الإذاعة والتلفزيون

الكتاب الثاني

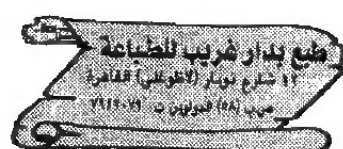
Lessons 52 - 79

الدروس ٥٢ - ٧٩

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Book Two

THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION



THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION

العَرَبِيَّةُ بِالرَّادِيُو

# ARABIC BY RADIO

BOOK TWO - PART 1

القاهرة

Cairo

2003

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## بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### مقدمة الكتاب الثاني

تعلمت في الكتاب الأول طرفاً من أساليب اللغة العربية، وألمت ببعض مفرداتها، ولاحظت أننا توخينا فيما عرضناه عليك من أساليب ومفردات أنها مما يجرى على ألسنة المتعلمين من العرب في حياتهم اليومية. وكان غرضنا من هذا الكتاب أن نقدم إليك صورة عامة للغة العربية الحديثة، فلم نخض في التفاصيل النحوية، ولم نورد من المفردات إلا ما هو سهل اللفظ قريب المعنى؛ ذلك لأن هدفنا هو أن نساعدك على التمكن من فهم العربية السهلة إذا قرأتها مكتوبة أو سمعتها ملفوظة، وأن نعينك على كتابة بعض الألفاظ والأساليب الشائعة الاستعمال في الحياة اليومية.

والآن نريد في هذا الكتاب بأجزائه الأربعة\* أن نعرض عليك القواعد النحوية الأساسية للغة العربية في نسق متصل ومنهج متماسك، وأن نزيد ثروتك اللغوية زيادة كبيرة، فنتمكن من التعمق في فهم العربية ومن كتابة بعض الجمل العربية المركبة. وفي سبيل هذه الغاية راعينا أن تكون الدروس متنوعة الموضوعات حتى يكون هناك مجال فسيح للمفردات اللغوية، ولكن دون أن نبتعد عن شئون الحياة اليومية. وفي سبيل هذه الغاية أيضاً راعينا أن يخصص كل درس لدراسة موضوع نحوي معين؛ وذلك في نطاق منهج نحوي عام وضعناه منذ البداية، فيكون كل درس مكملًا للدرس السابق وممهّدًا للدرس اللاحق.

ونحب أن نلفت نظرك إلى أننا قسمنا كل درس إلى ثلاثة أجزاء: مادة القراءة، والملاحظات النحوية، والتمرينات. وموضوع مادة القراءة هو عنوان الدرس، وتجده دائماً في رأس كل درس. وقد راعينا في مادة القراءة هذه البساطة والسهولة والقصد المباشر إلى القاعدة النحوية التي نريدها من الدرس. وهذه القاعدة النحوية هي مادة الملاحظات النحوية التي تأتي عقب ذلك. ومنهجنا في هذه الملاحظات النحوية هو أن نورد بعض الأمثلة من مادة القراءة، ثم نبين ما تنطوي عليه من قواعد نحوية. وقد أردنا أن تلم بعض الإلمام بالمصطلحات النحوية العربية؛ ولذلك أوردنا منها ما نعتقد أنه نافع لك في هذه المرحلة. وتأتي التمرينات في آخر الدرس، وهي مستقاة أولاً من مادة القراءة الخاصة بالدرس، ثم من الدروس التي مرت بك في الكتاب الأول؛ ولهذا أحلناك في بعض هذه التمرينات إلى دروس معينة في الكتاب الأول لترجع إليها.

يبدأ هذا الكتاب بالدرس الثاني والخميس، لأنه استكمال للكتاب الأول.

وقد التزمنا في هذا الكتاب ضبط كل كلمة ضبطاً كاملاً ( سواء أكانت في مادة القواعد أم في الملاحظات النحوية أم في التمرينات ) . أما الكتابة الصوتية فقد التزمناها في مادة القراءة فقط ، وأسقطناها في الملاحظات النحوية والتمرينات لأنها تشتمل على ألفاظ مرت بك فعلاً إما في الدرس نفسه وإما في الكتاب الأول . فلا حاجة بك إلى الكتابة الصوتية الخاصة بها . هذا إلى أننا نريد أن نعتاد قراءة الكلمات العربية مستعينا بالحركات وحدها دون أن نعتمد على الكتابة الصوتية ، فالحركات العربية كافية بأن ترشدك إلى النطق الصحيح . ولا تنس أن الاستماع الدقيق إلى المذيع العربي ، والتدريب على محاكاته هما خير سبيل إلى القراءة الصحيحة ، والنطق السليم .

ولهذا رأينا أن نسقط الكتابة الصوتية من الجزئين الثالث والرابع ، مكتفين بضبط كل كلمة ضبطاً كاملاً . وقد ساعدناك بالكتابة الصوتية في ستة أجزاء كاملة ( الأجزاء الأربعة التي يتكون منها الكتاب الأول . والجزءان الأول والثاني من الكتاب الحالي ) ، وعليك في الجزئين الباقيين ( الجزئين الثالث والرابع من الكتاب الحالي ) أن تعتمد على نفسك في قراءة الكلمات العربية مستعيناً بالحركات وبأداء المذيع العربي .

ونجد في أول كل جزء من أجزاء هذا الكتاب فهرساً يشتمل على رقم الدرس ، ورقم صفحته ، وعنوانه ، والموضوع النحوي الذي يتناوله . وفي آخر كل جزء قاموس أبجدي للكلمات الجديدة التي وردت فيه مع الترجمة الإنجليزية لكل كلمة . وقد ضبطنا كل كلمة من هذه الكلمات ضبطاً كاملاً ، فأغنيناك عن كتابها الصوتية . وستلاحظ أننا أوردنا الأسماء وهي في حالة الرفع إلا إذا كانت مثناة أو مجموعة جمع مذكر سالماً فقد أثبتناها بصورها التي وردت فعلاً في الدروس . والتزمنا إسقاط أداة التعريف إلا في الحالات التي تتغير فيها صورة الكلمة عند حذف أداة التعريف منها .

والله ولي التوفيق .

## INTRODUCTION

In *Book One* you were shown some patterns of the Arabic language and given some of its vocabulary. These patterns and words were selected from those used by educated Arabs in their daily life.

Since the ultimate aim of *Book One* was to give you a general picture of modern classical Arabic, the authors did not indulge in grammatical details and gave only those words thought to be relatively easy in pronunciation and meaning. Their intention was to help you acquire the ability to pronounce, read and write common Arabic expressions and sentences.

The aim of *Book Two*, with its four parts\*, however, is to give you the essential rules of Arabic grammar in a coherent system and to enrich your vocabulary, so that you may be able to understand Arabic more deeply and write more complex sentences. To fulfil this aim, the authors have made the lessons varied enough to help you accumulate as many words as possible but without departing from everyday situations. Furthermore, each lesson is based on a specific grammatical subject which constitutes an integral part of the general grammar syllabus set in advance; thus, each lesson complements the lesson preceding it and prepares for the one following it.

Each lesson is divided into three parts: reading material, grammatical notes, and exercises. The subject of the reading material is always indicated by the title at the top of each lesson. The reading material is lucid and simple and directly serves the grammatical subject dealt with. The reading material is followed by grammatical notes which explain the pertinent grammatical rules. The grammatical notes are based on examples selected from the reading material. As the authors of the book wish you to know a number of Arabic grammatical terms, they have mentioned those which are thought to be useful to you at this stage. The grammatical notes are followed by exercises based, first of all, on the reading material of the lesson concerned and, secondly, on previous lessons in *Book One* to which you are occasionally referred.

The authors would like to draw your attention to the fact that each word, be it in the reading material, in the grammatical notes or in the exercises, is given with complete diacritical marks (i.e. marks placed above or below the letters to indicate pronunciation). The use of phonetic transcription has been limited to the reading material, since the words used in the grammatical notes and the exercises have previously been transcribed. It is desirable that you should eventually get into the habit of reading Arabic with the help of diacritical marks alone. It must be noted, in this respect, that Arabic diacritics are clear and precise and, if closely observed, will lead you to accurate pronunciation. It must also be noted that careful listening to the announcer is the best way towards accurate pronunciation and correct reading.

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\* This book begins with lesson 52, being a continuation of *Book One* which ends with lesson 51.



The authors, therefore, thought it sound to drop the use of phonetic transcription in the third and fourth parts of this book, so that you may depend entirely on the complete diacritical marks carried by each word. You have been given the help of phonetic transcription in six complete parts (viz. the four parts of *Book One*, and the first and second parts of *Book Two*). In reading the language material contained in the third and fourth parts of this book, you will have to rely entirely upon the oral model given by the announcer and the diacritical marks reflecting it.

Each of the four parts of this book begins with a table of contents showing the number of each lesson, the number of the page on which it begins, its title and its grammatical subject. Each part ends with an alphabetical glossary of the words occurring in it; each Arabic word has complete diacritical marks and is accompanied by its English equivalent. Nouns are generally listed in the nominative case; duals and sound masculine plurals, however, are listed in the case they actually assume in the pertinent lessons. The definite article «ال» is not indicated except in those words which change form when the article is not prefixed to them.

# الرَّمُوزُ الصَّوْنِيَّةُ

## SOUND - SYMBOLS

q	ض	p	الهمزة
t	ط	b	ب
ʔ	ظ	t	ت
ʕ	ع	o	ث
g	غ	ʒ	ج
f	ف	h	ح
q	ق	x	خ
k	ك	d	د
l	ل	ð	ذ
m	م	r	ر
n	ن	z	ز
h	هـ	s	س
w	و	ʃ	ش
y	ي	ʕ	ص

	absence of vowel	السكون
short « a »	a	الفتحة
long « a »	aa	الفتحة الطويلة
P followed by long « a »	ʔaa	(أ) الهمزة محركة بفتحة طويلة
short « i »	i	الكسرة
long « i »	ii	الكسرة الطويلة
short « u »	u	الضمة
long « u »	uu	الضمة الطويلة
« a » with nunation	an	الفتحة مع التنوين
« i » with nunation	in	الكسرة مع التنوين
« u » with nunation	un	الضمة مع التنوين
doubling with « a »		الشدة مع الفتحة
doubling with « i »		الشدة مع الكسرة
doubling with « u »		الشدة مع الضمة
doubling with « an »		الشدة مع الفتحة والتنوين
doubling with « in »		الشدة مع الكسرة والتنوين
doubling with « un »		الشدة مع الضمة والتنوين

الكتاب الثاني

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BOOK TWO . PART ONE

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Area	G.M.T	Local Time	Short Wave Lengths	REMARKS
<b>1 - South &amp; South East Asia</b>	13.10		S. W. L.	Lessons are broadcast as follows :
Pakistan		18.10	16 Ms	First Stage : on Sundays
Bangladesh		19.10	or 17595	and Tuesdays
Sri Lanka		18.40	KH / Z	Second Stage : On Mondays
India Standard Time		18.40		and Wednesdays
Singapore & Malaysia		21.10		Third Stage : On Thursdays
Philippines		21.10		and Saturdays
<b>2 - East Central &amp; South Africa</b>	18.07		S.W.L.	
Central & South Africa		20.07	19.Ms	
East Africa		21.07	or 15255	A fifteen-minute programme is broadcast on Fridays
			KH/Z	relying listeners' questions and queries and commenting on their letters.
<b>3 - Nigeria &amp; West Africa</b>	21.00		S.W.L.	
Ghana & Sierra Leone		21.00	19 Ms	
Nigeria		22.00	or 15375	
			KH/Z	

Dear Listener

You are kindly requested, as a registered member of our course « Arabic by Radio » to adhere to the following instructions : —

- 1 - You have to quote down your file number in all your future correspondence with us
- 2 - If you change your permanent address, you are urged to let us know your new address as soon as possible in order to ensure delivery of our letters and publications to you .
- 3 - Answering the test papers is absolutely essential in order to continue the Course. Hence you have to answer the questions in the test papers sent to you for each stage & send them back in due time i. e two months after the completion of the lessons of each stage on air .

Those who fail to send back their test papers duly completed to our office in due time will be dropped from the list of our registered members thus terminating their membership. However those who are unable to answer the test paper must inform us of their difficulties before expiry of the deadline for accepting the test papers concerned. Learning can surely be achieved through trial and error.

## الدَّرْسُ الثَّانِي وَالْخَمْسُونَ

ʔaddarsu ʕaani waltamsuuna

Lesson Fifty Two



نَحْنُ نَسْتَمِيعُ وَنَتَعَلَّمُ

nahnu nastamiʕu wanataʕallamu

We Listen (in) and Learn.

أَخْضَرَ مَاجِدٌ كِتَابَهُ ،

ʔahdara maajidun kitaabahu  
Maged brought his book,

وَجَلَسَ إِلَى مَكْتَبِهِ .

wajalasa ʔilaa maktabihi  
and sat at his desk.

وَأَخْضَرَتْ فَاطِمَةُ كِتَابَهَا ،

waʔahdarat faatimatu kitaabahaa  
And Fatimah brought her book,

وَجَلَسَتْ إِلَى مَكْتَبِهَا .

wajalasat ʔilaa maktabihaa  
and sat at her desk.

فَتَحَ مَاجِدٌ كِتَابَهُ ،

fataha maajidun kitaabahu  
Maged opened his book, .

وَفَتَحَتْ فَاطِمَةُ كِتَابَهَا .

wafatahat faatimatu kitaabahaa  
and Fatimah opened her book.

حَانَ مَوْعِدُ الدَّرْسِ .

haana mawʿidu ddarsi  
It's time for the lesson.

مَاجِدٌ يَسْتَمِعُ إِلَى الرَّادِیُو ،

maajidun yastamiʿu Pila rraadyoo  
Maged listens to the radio,

وَفَاطِمَةُ تَسْتَمِعُ إِلَى الرَّادِیُو .

wafaatimatu tastamiʿu Pila rraadyoo  
and Fatimah listens to the radio.

الْمُعَلِّمُ يَنْطِقُ كَلِمَةً جَدِيدَةً ،

Palmuʿallimu yantiq u kalimatan jadiidatan  
The teacher pronounces a new word,

وَمَاجِدٌ يَنْطِقُ وَرَاءَهُ ،

wamaajidun yantiq u waraaʿahu  
and Maged repeats after him,

وَفَاطِمَةُ تَنْطِقُ وَرَاءَهُ .

wafaatimatu tantiq u waraaʿahu  
and Fatimah repeats after him.

الْمُعَلِّمُ يَقْرَأُ جُمْلَةً جَدِيدَةً ،

Palmuʿallimu yaqraʿu jumlatan jadiidatan  
The teacher reads a new sentence,



وَمَا جِدُّ يَقْرَأُ وَرَاءَهُ ،

wamaajidun yaqraʔu waraaʔahu  
and Maged reads after him.

وَفَاطِمَةُ تَقْرَأُ وَرَاءَهُ .

wafaatimatu taqraʔu waraaʔahu  
and Fatimah reads after him.

تَقَدَّمَ الْمُعَلِّمُ فِي الدَّرْسِ .

taqaddama lmuʔallimu fi ddarsi  
The teacher went on in the lesson.

نَطَقَ ، وَشَرَحَ ، وَقَرَأَ .

naṭaqa wašaraḥa waqaraʔa  
He pronounced, explained and read.

نَطَقَ الْكَلِمَاتِ الْجَدِيدَةَ ، وَشَرَحَ مَعْنَاهَا ، وَقَرَأَ الْجُمْلَ .

naṭaqa lkalimaati ljadiidata wašaraḥa maʕnaahaa waqaraʔa ljumala  
He pronounced the new words, explained their meanings and read the sentences.

وَأَسْتَمَعَ مَا جِدُّ ، وَنَطَقَ ، وَقَرَأَ .

wastamaʕa maajidun wanataqa waqaraʔa  
And Maged listened, pronounced and read.

وَأَسْتَمَعْتُ فَاطِمَةَ ، وَنَطَقْتُ ، وَقَرَأْتُ .

wastamaʕat faatimatu wanataqat waqaraʔat  
And Fatimah listened, pronounced and read.

ثُمَّ انْتَهَى الدَّرْسُ .

umma ntaha ddarsu  
Then the lesson came to an end.

رَاجَعَ مَا جِدُّ الدَّرْسَ .

raajaʕa maajidunu ddarsa  
Maged revised the lesson.

نَظَرَ فِي الْكِتَابِ وَقَرَأَ الْجُمْلَ

naḍara fi lkitaabi waqaraʔa ljumala  
He looked in the book and read the sentences.

ثُمَّ أَخَذَ الْقَلَمَ وَكَتَبَ التَّمْرِينَاتِ .

summa ʔaxaða ʔqalama wakataba ttamriinaati  
Then he took the pencil and wrote the exercises.

ثُمَّ نَادَى فَاطِمَةَ وَقَالَ :

summa naadaa faatimata waqaala  
Then he called Fatimah and said (to her),

أَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ .

ʔanaa raajaʔtu ddarsa wakatabtu ttamriinaati  
“ I have revised the lesson and written the exercises.”

وَقَالَتْ فَاطِمَةُ :

waqaalat faatimatu  
And Fatimah said,

وَأَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ .

waʔanaa raajaʔtu ddarsa wakatabtu ttamriinaati  
“And I have revised the lesson and written the exercises.

أَنْتَ تَسْتَمِعُ إِلَى الرَّادْيُو وَتَتَعَلَّمُ .

ʔanta tastamiʔu ʔila rraadyoo watataʔallamu  
You listen to the radio and learn.

وَأَنَا أَسْتَمِعُ إِلَى الرَّادْيُو وَأَتَعَلَّمُ .

waʔanaa ʔastamiʔu ʔila rraadyoo waʔataʔallamu  
And I listen to the radio and learn.

نَحْنُ نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادْيُو .

nahnu nataʔallamu ʔlugaʔa ʔarabiyyata mina rraadyoo  
We learn the Arabic Language by radio.”

## GRAMMATICAL NOTES

## الملاحظات النحوية

Read the following words:

faatimatu	فَاطِمَةُ	maajidun	مَاجِدٌ
ʔalkitaabu	الْكِتَابُ	kitaabun	كِتَابٌ
ʔaddarsu	الدَّرْسُ	darsun	دَرْسٌ

Note that each of these words denotes a person or a thing and is called a NOUN « اِسْمٌ ».

Note also that, in Arabic, a noun is identified by the suffix « nunation » or the prefix « ʔal ». Nunation occurs at the end of a noun and indicates that it is indefinite. « ʔal » (the definite article) occurs at the beginning of a noun and indicates that it is definite.

Note that in the word ʔaddarsu الدَّرْسُ the definite article ʔal occurs in its assimilated form.

Read the following words:

## اقرأ الكلمات الآتية :

fataha	فَتَحَ	jalasa	جَلَسَ
ʔaraha	شَرَحَ	naṭaqa	نَطَقَ
		qaraʔa	قَرَأَ
taṣṭamiʕu	تَسْتَمِعُ	yastamiʕu	يَسْتَمِعُ
tanṭiqu	تَنْطِقُ	yantiqu	يَنْطِقُ
taqraʔu	تَقْرَأُ	yaqraʔu	يَقْرَأُ

Note that each of these words indicates an action either past or present-future and is called a VERB « فِعْلٌ ».

Read the following words:

اقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

fī

فِي

ilā

إِلَى

wa

وَ

min

مِنْ

umma

ثُمَّ

Note that each of these words cannot function as a noun or verb and that it acquires its meaning only when related to other words. Such a word is called a PARTICLE « حَرْفٌ ».

Thus a word, in Arabic, is either a noun **اسْمٌ** , a verb **فِعْلٌ** or a particle **حَرْفٌ**.

## EXERCISES

## تمارين

1. Underline the nouns in the following words:

أَحْضَرَ - كَلِمَةٌ - الْمُعَلِّمُ - وَرَاءَ - تَنْطِقُ - جُمْلَةٌ .

2. Underline the verbs in the following words:

الْجُمْلُ - انْتَهَى - الْكَلِمَاتُ - اسْتَمَعَ - رَاجَعَ - اللُّغَةُ .

3. Classify the words in the following sentences into verbs, nouns and particles:

أَحْضَرَ مَا جِدَّ الْكِتَابَ ، وَجَلَسَ إِلَى مَكْتَبِهِ .  
نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادِّيُو .

4. Supply three more examples of each of the following parts of speech:

a particle	حَرْفٌ	a verb	فِعْلٌ	a noun	إِسْمٌ
	إِلَى		قَالَ		الْكِتَابُ
	...		...		...
	...		...		...
	...		...		...

الدَّرْسُ الثَّالِثُ وَالْخَمْسُونَ  
ʔaddarsu ʕeəəaliəu walxamsuuna  
Lesson Fifty Three



تَعَلَّمِ النُّطْقَ الصَّحِيحَ  
taʕallami nnuṭqa ʕṣaḥiḥa  
Learn Correct Pronunciation.

قَالَتْ فَاطِمَةُ لِمَاجِدٍ :

qaalat faʕīmatu limaajidin  
Fatimah said to Maged;

سَمِعْنَا الدَّرْسَ وَرَاجَعْنَاهُ وَكَتَبْنَا التَّمْرِينَاتِ .

samiʕna ʕdarsa waraajaʕnaahu wakatabna ttamriinaati  
“We have listened to the lesson, revised it and written the exercises.

أَعِدْ نُطْقَ الْكَلِمَاتِ .

ʔaʕid nuṭqa ʕkalimaati  
Pronounce the words again.

أَنْتَ تَنْطِقُ وَأَنَا أَسْمَعُ .

ʔanta tantiqu waʔanaa ʔasmaʕu  
You pronounce and I listen.

أَرْجُو أَنْ تُحَسِّنَ النُّطْقَ .

?arjuu ?an tuhsina nnutqa  
I hope you pronounce well."

مَا جِدُّ يَنْطِقُ وَفَاطِمَةُ تَسْتَمِيعُ .

maajidun yantiq u wafaatimatu tastamiisu  
Maged pronounces and Fatimah listens.

فَاطِمَةُ تَقُولُ :

faatimatu taquulu  
Fatimah says;

اِنْطِقِ الْكَلِمَةَ مَرَّةً أُخْرَى .

?inti?i lkalimata marratan ?uxraa  
"Pronounce the word once more.

النُّطْقُ خَطَأٌ .

?annutqu xata?un  
The pronunciation is incorrect."

مَا جِدُّ يَقُولُ :

maajidun yaquulu  
Maged says,

أَنَا سَمِعْتُ هَذَا النُّطْقَ .

?anaa sami?tu haada nnutqa  
"I have heard this pronunciation (before)."

فَاطِمَةُ تَقُولُ :

faatimatu taquulu  
Fatimah says,

وَأَنَا سَمِعْتُهُ أَيْضًا .

wa?anaa sami?tuhu ?aydan  
"I have heard it, too.

اقْرَأِ الْكَلِمَةَ مِنَ الْكِتَابِ .

ʔiqraʔi lkalimata mina lkitabi  
Read the word from the book.\*

مَا جِدُّ يُرَاجِعُ النُّطْقَ وَيَعْرِفُ الْخَطَأَ .

maajidun yuraajiʕu nnuṭqa wayaʕrifu lxaṭaʔa  
Maged checks the pronunciation (of the word) and finds out the error.

مَا جِدُّ يَشْكُرُ فَاطِمَةَ وَيَقُولُ :

maajidun yaʕkuru faatimata wayaquulu  
Maged thanks Fatimah and says,

يَجِبُ أَنْ نُرَاجِعَ النُّطْقَ . انْطِقِي مَعِيَ .

yajibu ʔan nuraajiʕa nnuṭqa ʔintiqi maʕii  
\*We should revise the pronunciation. Let's pronounce together.\*

مَا جِدُّ يَنْطِقُ وَفَاطِمَةُ تَنْطِقُ مَعَهُ .

maajidun yanṭiqu wafaatimatu tantiqu maʕahu  
Maged pronounces and Fatimah pronounces, too.

أَتَمَّ مَا جِدُّ وَفَاطِمَةُ الْقِرَاءَةَ .

ʔatamma maajidun wafaatimatu lqiraaʔata  
Maged and Fatimah have finished reading.

تَعَلَّمَ مَا جِدُّ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

taʕallama maajidun wafaatimatu nnuṭqa ʕsaḥiiha  
Maged and Fatimah have learnt the correct pronunciation.



الملاحظات النحوية

A. Read the following words:

اقْرَأُ الْكَلِمَاتِ الْآتِيَةَ :

sami'a

سَمِعَ

qaala

قَالَ

kataba

كَتَبَ

nataqa

نَطَقَ

Note that each of these words is a verb denoting an action that took place in the past.

It is called the past tense verb « **الفعل الماضي** ».

B. Read the following words:

اقْرَأُ الْكَلِمَاتِ الْآتِيَةَ :

nuraaji'u

نُرَاجِعُ

Pasma'u

أَسْمَعُ

taquulu

تَقُولُ

yantiqu

يَنْطِقُ

Each of these words is a verb that denotes an action in the present or the future.

It is called the present tense verb « **الفعل المضارع** ».

Note that the present tense begins by one of these letters:

أ - ن - ي - ت

C. Read the following words:

اقْرَأُ الْكَلِمَاتِ الْآتِيَةَ :

ʔintiq

اِنْطِقْ

ʔaʔid

اَعِدْ

ʔiqraʔ

اقْرَأْ

Each of these words is a verb that expresses a request or gives an order.

It is called the imperative « **فعل الأمر** ».

Thus the verb, in Arabic, is either *past*, *present* or *imperative*.

## EXERCISES

## تمارين

1. Indicate the verb in each of the following sentences. Then state whether it is past, present or imperative.

- (١) ظَهَرَ الْفَجْرُ .  
 (٢) الْمَوْذُنُ يَذْهَبُ إِلَى الْجَامِعِ .  
 (٣) مَحْمُودٌ قَامَ مِنَ النَّوْمِ .  
 (٤) قَالَ مَحْمُودٌ لِأَخِيهِ :  
 (٥) قُمْ وَصَلْ مَعِيَ .

2. Fill in each of the following spaces with one of the verbs contained in the frame:

نَذْهَبُ - أَنْظُرِي - أُرِيدُ - نَرْجِعُ - شَاهَدْتُ

- (١) أَنَا . . . . . رُؤْيَا الطُّيُورِ .  
 (٢) نَحْنُ . . . . . الْآنَ إِلَى مَكَانِ الطُّيُورِ .  
 (٣) . . . . . يَا نِهَادُ إِلَى هَذِهِ الْبَطَّةِ .  
 (٤) . . . . . نِهَادُ الطُّيُورِ .  
 (٥) هِيَ . . . . . إِلَى الْبَيْتِ .

3. Form four sentences using a noun from List (A) with a suitable verb from List (B) :

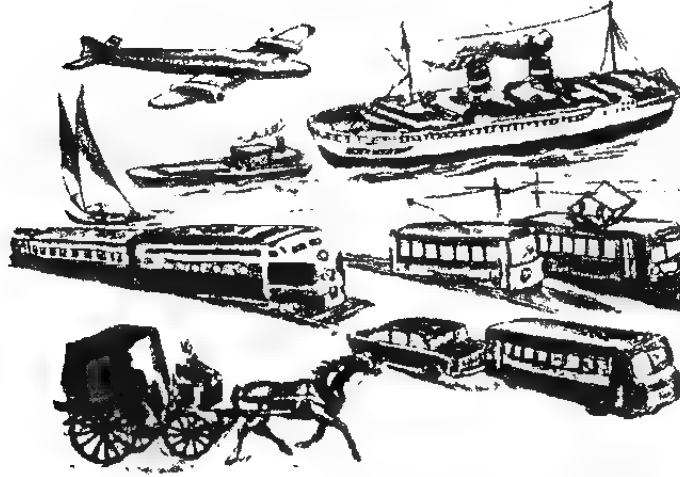
(B)	يَبِيعُ	(A)	(١) سَالِمٌ
	حَرَثَ		(٢) الْخَضِرَى
	يَجْلِسُ		(٣) الْبَطَّةُ
	سَبَحَتْ		(٤) الْفَلَّاحُ

4. Fill in the blanks with suitable verbs:

- (١) مَاجِدٌ يَنْطِقُ ، وَفَاطِمَةُ . . . . .  
 (٢) يَا مَاجِدُ . . . . . الْكَلِمَةَ مَرَّةً أُخْرَى .  
 (٣) مَاجِدٌ يَقُولُ : أَنَا . . . . . هَذَا النُّطْقَ .  
 (٤) . . . . . مَاجِدٌ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

## الدَّرْسُ الرَّابِعُ وَالْخَمْسُونَ

Ṣaddarsu ṛraabiṣu walḫamsuuna  
Lesson Fifty Four



## وَسَائِلُ الْمَوَاصِلَاتِ

wasaaṣilu ṣmuwaasalaati  
Means of Communication

أَحْمَدُ يَعْيشُ فِي الْقَرْيَةِ .

Ṣahmadu yaʿiṣu fi lqaryati  
Ahmad lives in the village.



مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنِ الْقَرْيَةِ .

madrasatu Ṣahmada baʿiidaṭun ʿani lqaryati  
Ahmad's school is far from the village.

أَحْمَدُ يَرْكَبُ الدَّرَاجَةَ ، وَيَذْهَبُ إِلَى  
الْمَدْرَسَةِ .

Ṣahmadu yarkabu ḍḍarraajata  
wayaḍhabu ṣila ṣmadrasati

Ahmad rides the bicycle and goes to  
school.

وَالِدُ أَحْمَدَ قَالَ لَهُ :

waalidu ʔahmada qaala lahu  
Ahmad's father said to him,

سَتَزُورُ عَمَّكَ فِي الْقَاهِرَةِ .

satazuuru ʕammaka. fi lqaahirati  
"You will visit your uncle in Cairo."

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ عَمِّهِ سَالِمٍ .

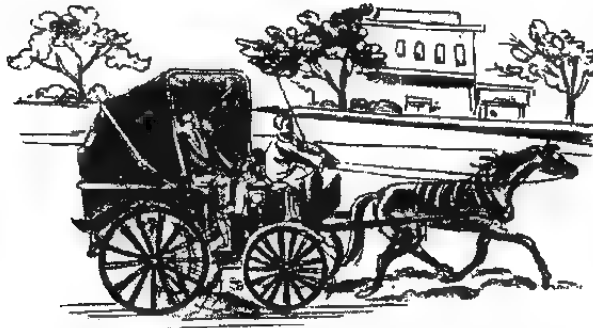
ʔahmadu masruurun biziyaarati ʕammihi saalimin  
Ahmad is happy to visit his uncle Salim.

وَأُخْتُهُ سُعَادُ مَسْرُورَةٌ أَيْضًا .

waʔuɣtuɣu suʕaadu masruuratun ʔaydan  
And his sister Suad is happy, too.

الْأُسْرَةُ رَكِبَتْ عَرَبَةً .

ʔalʔusraɣu rakibat ʕarabatan  
The family got in a carriage.



الْعَرَبَةُ يَجْرِهَا حِصَانٌ قَوِيٌّ .

ʔalSarabatu yajurruhaa ʔisaanun qawiyyun  
The carriage is drawn by a strong horse.

الْعَرَبَةُ وَصَلَتْ إِلَى الْمَحْطَةِ .

ʔalSarabatu waṣalat ʔila lmaḥṭṭati  
The carriage arrived at the (railway) station

الْأُسْرَةُ رَكِبَتِ الْقِطَارَ .

ʔalʔusratu rakibati lqitaara  
The family got on the train.

الْقِطَارُ سَرِيعٌ .

ʔalqitaaru sariʔun  
It is an express train.

الْقِطَارُ وَصَلَ إِلَى الْقَاهِرَةِ .

ʔalqitaaru waṣala ʔila lqaaḥirati  
The train arrived in Cairo.

الْأُسْرَةُ رَكِبَتِ سَيَّارَةً إِلَى مَنْزِلِ سَالِمٍ .

ʔalʔusratu rakibat sayyaaratan ʔilaa manzili saalimin  
The family took a car to Salim's house.

السَّيَّارَةُ تَسِيرُ فِي شَوَارِعِ الْقَاهِرَةِ .

ʔassayyaaratu tasiiru fi šawaariʔi lqaaḥirati  
The car runs in Cairo streets.

أَحْمَدُ شَاهَدَ فِي الشَّوَارِعِ :

ʔahmadu šaahada fi šawaariʔi  
In the streets Ahmad saw:

الْتَرَامَ - وَالْمِتْرُو - وَالْأَتُوبِيسَ .

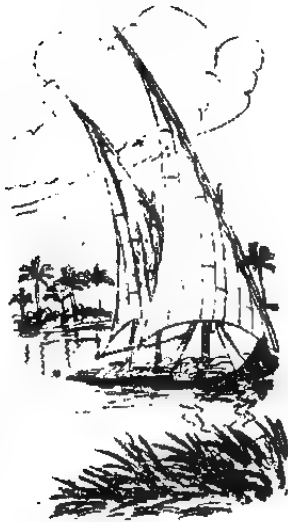
ʔattiraama walmetroo walʔotoobiisa  
The tram, the metro and the bus.

السَّيَّارَةُ وَصَلَتْ إِلَى مَنْزِلِ سَالِمٍ .

Passayyaaratu waṣalat Pīlāa manzili saalimin  
The car arrived at Salim's house.

مَنْزِلُ سَالِمٍ عَلَى شَاطِئِ النَّيْلِ .

manzilu saalimin ʕalaa ʕaatiʔi nniili  
Salim's house is by the Nile.



أَحْمَدُ رَأَى فِي النَّيْلِ :

ʔahmadu raʔaa fi nniili  
On the Nile Ahmad saw:

الْقَارِبَ الشَّرَاعِيَّ، وَالْقَارِبَ الْبَحَّارِيَّ .

ʔalqaariba ʕsiraʕiyya  
walqaariba lbuxaariyya  
the sail boat and the motor boat.

وَشَاهَدَ الطَّائِرَةَ تَطِيرُ فِي الْهَوَاءِ .

waʕaahada ʕtaaʔirata tatiiru fi lhawaaʔi  
He saw the aeroplane fly (in the air).

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ الْقَاهِرَةِ .

ʔahmadu masruurun biziyaarati lqaahirati  
Ahmad is happy to visit Cairo.

أَحْمَدُ رَأَى بَعْضَ وَسَائِلِ الْمَوَاصِلَاتِ .

ʔahmadu raʔaa baʕda wasaaʔili lmuwaasalaati  
Ahmad has seen some means of communication.

الملاحظات النحوية

A. Read the following words:

اقرأ الكلمات الآتية :

Palqaaribu	القَارِبُ	hisaanun	حِصَانُ	Pahmadu	أَحْمَدُ
Palhawaa?u	الهُوَاءُ	Palqitaaru	الْقِطَارُ	waalidun	وَالِدٌ
		manzilun	مَنْزِلٌ	Sammun	عَمٌّ

Each of these words is a noun indicating a *masculine singular* «مُفْرَدٌ مُذَكَّرٌ» .

B. Read the following words:

اقرأ الكلمات الآتية :

mahattatun	مَحَطَّةٌ	Palqaahiratu	الْقَاهِرَةُ	Palqaryatu	الْقَرْيَةُ
sayyaaratun	سَيَّارَةٌ	Pal?usratu	الْأُسْرَةُ	madrasatun	مَدْرَسَةٌ
Pat?aa?iratu	الطَّائِرَةُ	Farabatun	عَرَبَةٌ	Paddarraajatu	الدَّرَاجَةُ

Each of these words is a noun indicating a *feminine singular* «مُفْرَدَةٌ مُؤَنَّثَةٌ» .

Note that a feminine singular noun ends with «أُ - ةٌ» which is pronounced «هـ» in pause. This feminine ending is called «النَّاءُ المَرْبُوطَةُ» .

Thus nouns in Arabic fall into two groups: *masculine* and *feminine*.

1. Indicate the masculine and the feminine nouns in the following sentences:

- ( ١ ) سَالِمٌ يَجْلِسُ بِجِوَارِ الْمَكْتَبِ .  
 ( ٢ ) الطَّائِرَةُ تَطِيرُ فِي الْجَوِّ .  
 ( ٣ ) مَحْمُودٌ خَرَجَ مِنَ الْمَنْزِلِ .  
 ( ٤ ) الْأُسْرَةُ جَالِسَةٌ بِجِوَارِ الْبُحَيْرَةِ .  
 ( ٥ ) الزَّرَافَةُ لَهَا عُنُقٌ طَوِيلٌ .

2. Fill in the blanks with suitable nouns:

- ( ١ ) مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنْ . . . . .  
 ( ٢ ) . . . . . سَرِيعٌ .  
 ( ٣ ) . . . . . سَالِمٌ عَلَى شَاطِئِ النَّيْلِ .  
 ( ٤ ) . . . . . يَجْرُهَا . . . . . قَوِيٌّ .

3. Fill in the blanks with suitable words chosen from those given in brackets:

- فَا ( ١ ) فَاكِهَةُ الْمَطْعَمِ . . . . . ( طَازِجَةٌ - طَازِجٌ )  
 أ ( ٢ ) الْمَلْعَقَةُ . . . . . ( نَظِيفٌ - نَظِيفَةٌ )  
 أ ( ٣ ) الطَّبَّاخُ . . . . . ( مَاهِرٌ - مَاهِرَةٌ )  
 أ ( ٤ ) الطَّبْقُ . . . . . ( وَاسِعٌ - وَاسِعَةٌ )  
 أ ( ٥ ) الْمَائِدَةُ . . . . . ( مُرَتَّبٌ - مُرَتَّبَةٌ )

4. Write four more masculine singular nouns under A, and four more feminine singular nouns under B:

A	B
أَحْمَدُ	فَاطِمَةُ
. . . . .	. . . . . ( ١ )
. . . . .	. . . . . ( ٢ )
. . . . .	. . . . . ( ٣ )
. . . . .	. . . . . ( ٤ )



## الدَّرْسُ الْخَامِسُ وَالْخَمْسُونَ

Ṣaddarsu Ḥaamisu walḥamsuuna

Lesson Fifty Five



## الْصُّحُفُ

Ṣaṣṣuḥufu  
Newspapers

أَحْمَدُ فِي بَيْتِ عَمِّهِ سَالِمٍ .

Ṣaḥmadu fii bayti ʿammihī saalimin  
Ahmad is in his uncle Salim's house.

يَجْلِسُ أَحْمَدُ مَعَ نَبِيلٍ وَنِهَادَ وَسَعَادَ .

yajlisu Ṣaḥmadu maʿa nabīlin wanihaada wasuʿaada  
Ahmad is sitting with Nabil, Nihad and Suad.

جَرَسَ الْبَابِ يَدُقُّ .

jarasu Ḥbaabi yaduqqu  
The door-bell is ringing.

مَنْ بِالْبَابِ ؟

man bilbaabi  
Who is at the door?



هُوَ بَائِعُ الصُّحُفِ ، أَحْضَرَ صُحُفَ الصَّبَاحِ .

huwa baapiḡu ṣṣuhufi ḥaḥḍara  
ṣuhufa ṣṣabaahi

It's the newspaper man. He has  
brought the morning papers.

نَبِيلٌ يَفْتَحُ الْبَابَ . وَيَأْخُذُ الصُّحُفَ .

nabiilun yaftahu lbaaba wayaḥḥuḍu ṣṣuhufa

Nabil opens the door and takes the  
newspapers.

نَبِيلٌ يَعْزِضُ الصُّحُفَ عَلَى أَحْمَدَ وَنِهَادَ وَسُعَادَ .

nabiilun yaʿḥiḥuḍu ṣṣuhufa ʿalaah ḥaḥmada waniḥaada wasuʿaada  
Nabil shows the newspapers to Ahmad, Nihad and Suad.

أَخَذَ أَحْمَدُ صَحِيفَةَ « الْأَخْبَارِ » .

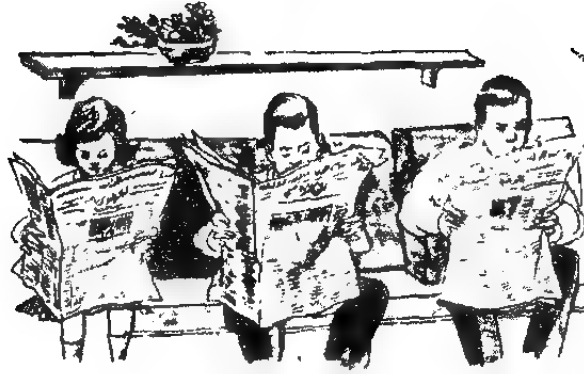
ḥaḥaḥḍa ḥaḥmadu ṣaḥiifata lḥaḥbaari  
Ahmad took the Al-Akhbar newspaper.

وَأَخَذَتْ نِهَادُ صَحِيفَةَ « الْجُمْهُورِيَّةِ » .

waḥaḥaḥḍat niḥaadu ṣaḥiifata ljumhuuriyyati  
And Nihad took the Al-Jumhuriyyah newspaper.

وَأَخَذَ نَبِيلٌ صَحِيفَةَ « الْأَهْرَامِ » .

waḥaḥaḥḍa nabiilun ṣaḥiifata lḥaḥraami  
And Nabil took the Al-Ahram newspaper.



نَبِيلٌ يَقْرَأُ أَخْبَارَ الرِّيَاضَةِ

nabiilun yaqraʔu ʔaxbaara ʔriyaadati  
Nabil reads the sports news.

وَأَحْمَدُ يَقْرَأُ بَرْنَامَجَ التِّلْفِيزْيُونِ .

waʔahmadu yaqraʔu barnaamaja ʔtilliivizyuuni  
And Ahmad reads the T. V. programme.

وَنِهَادُ تَقْرَأُ النَّشْرَةَ الْجَوِّيَّةَ .

wanihaadu taqraʔu ʔnaʔrata ʔjawwiyyata  
And Nihad reads the weather bulletin.

نِهَادُ تَقُولُ : حَظُّنَا سَعِيدٌ .

nihaadu taquulu haḏḏunaa saʔiidun  
Nihad says, " We are lucky.

الْجَوُّ دَافِئُ الْيَوْمِ ، وَالسَّمَاءُ صَافِيَةٌ . وَالشَّمْسُ سَاطِعَةٌ .

ʔaljawwu daʔfiʔunu ʔyawma wassamaaʔu ʔaafiyyatun waʔʔamsu saʔiʔiʔatun  
The weather is warm to-day, the sky is clear and the sun is shining brightly."

( الكتاب الثاني ج ١ - ٢ - انجليزى )

رَدَّ نَبِيلٌ وَقَالَ :

radda nabiilun waqaala  
Nabil answered saying:

نَسْتَطِيعُ أَنْ نَخْرُجَ الْيَوْمَ ،

nastaṭīʿu ʔan naxruja lyauma  
“We can go out to-day,

وَنَتَفَرَّجُ فِي شَوَارِعِ الْقَاهِرَةِ .

wanatafarraja fii šawaariṣi lqaahirati  
and go sightseeing in the streets of Cairo.”

فَرِحَ أَحْمَدُ وَقَالَ :

fariha ʔahmadu waqaala  
Ahmad was pleased and said,

وَفِي الْمَسَاءِ نَرَى فِي التِّلْفِزِيُونِ مَسْرَحِيَّةً سَارَّةً .

wafi lmasaaʔi naraa fi ttiliivizyuuni masrahiyyatan saarratan  
“And in the evening we'll watch a pleasant play on television.”

قَالَ نَبِيلٌ : هَلْ عَرَفْتُمْ فَائِدَةَ الصُّحُفِ ؟

qaala nabiilun hal šaraftum faaʔidata ṣṣuḥufi  
Nabil said, “ Do you know now how useful newspapers are? ”

## GRAMMATICAL NOTES

## الملاحظات النحوية

A. Read the following words:

اقرأ الكلمات الآتية :

nihaadu

نَهَادُ

suḡaadu

سُعَادُ

ṖassamaaṖu

السَّمَاءُ

Ṗaṣṣamsu

الشَّمْسُ

Each of these nouns indicates a *feminine singular* « مُفْرَدَةٌ مُؤَنَّثَةٌ » .

Note that they do not have the feminine ending « ة - ة » .

This shows that some feminine nouns do not have the feminine ending.

Other example are:

(an eye) ḡaynun

عَيْنُ

(an ear) Ṗuḡunun

أُذُنُ

(a hand) yadun

يَدُ

(a leg) riḡlun

رِجْلُ

(a foot) qadamun

قَدَمُ

B. A feminine noun that indicates a person or an animal that bears children or lays eggs is called a *genuine feminine* « مُؤَنَّثٌ حَقِيقِيٌّ » . A few examples are:

suḡaadu

سُعَادُ

faatimatu

فَاطِمَةُ

baqaratun

بَقَرَةٌ

nihaadu

نَهَادُ

wazzatun

وَزَّةٌ

But a feminine noun that indicates a thing which does not bear children or lay eggs is called a *non-genuine feminine* « مُؤَنَّثٌ مُجَازِيٌّ » . A few examples are:

sahiiifaturun	صَحِيفَةٌ	shajaraturun	شَجَرَةٌ
sayyun	عَيْنٌ	sayyaaratun	سَيَّارَةٌ
		shamsun	شَمْسٌ

C. Read the following:

أَخَذَ أَحْمَدُ صَحِيفَةَ الْأَخْبَارِ . وَأَخَذَتْ نِهَادُ صَحِيفَةَ الْجُمْهُورِيَّةِ .

Note that the verb used with the feminine noun (نِهَادُ) has the ending «ت» but does not have it when used with the masculine noun (أَحْمَدُ).

D. Read the following:

يَقْرَأُ نَبِيلُ أَخْبَارَ الرِّيَاضَةِ . وَتَقْرَأُ نِهَادُ النُّشْرَةَ الْجَوِّيَّةَ .

Note that the present tense verb (يَقْرَأُ) used with the masculine noun (نَبِيلُ) has the prefix «يَ» whereas it has the prefix «تَ» i.e. تَقْرَأُ when used with the feminine noun (نِهَادُ).

Thus :

نَبِيلٌ يَقْرَأُ

نِهَادٌ تَقْرَأُ

## EXERCISES

## تمرينات

1. Indicate the masculine and the feminine nouns in the following:

مَصْبَاحٌ - يَدٌ - مَسْرُوحٌ - مَسْرُوحِيَّةٌ - طَبَقٌ - غُرَابٌ - يَمَامَةٌ -  
ذَنْبٌ - بَطَّةٌ - وَزَّةٌ - فِيلٌ - صَقْرٌ - حَرَسٌ .

2. Write three more feminine nouns that do not end by « ة - ة - ة » below  
the example given:

سَعَادٌ

. . . . . (١)

. . . . . (٢)

. . . . . (٣)

3. Fill in each of the following blanks with a suitable word, chosen from the  
list of nouns given below.

. . . . . (١) سَاطِعَةٌ .

. . . . . (٢) دَافِيٌّ .

. . . . . (٣) تَسْبِقُ الْقِطَارَ .

. . . . . (٤) وَقَفَ فِي الْمَحْطَةِ .

. . . . . (٥) يَحْمِلُ حَقَائِبَهُ .

. . . . . (٦) تُجِبُّ الْقِصَصَ .

الْجَوُّ - الطَّائِرَةُ - الشَّمْسُ - نِهَادٌ - الْقِطَارُ - الْمُسَافِرُ

4. Fill in each of the following blanks with a suitable verb chosen from the list of verbs given below:

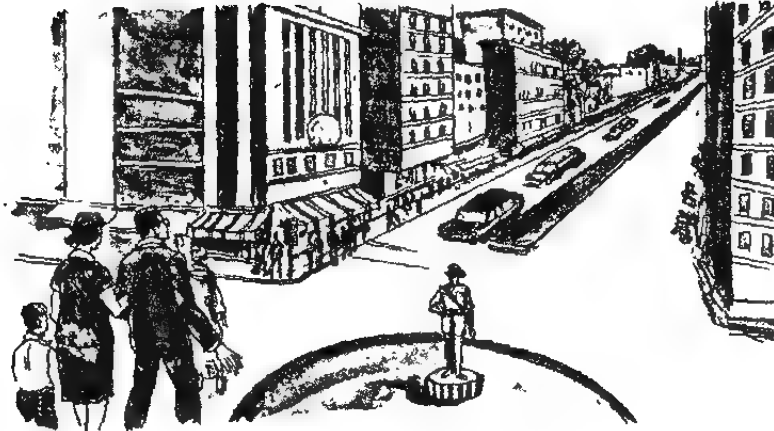
- (١) الْغُرَابُ . . . . . فَوْقَ الشَّجَرَةِ .  
 (٢) الْخُضْرِيُّ . . . . . أَمَامَ الدُّكَّانِ .  
 (٣) الْبِنْتُ . . . . . السَّيَّارَةَ .  
 (٤) الطَّائِرَةُ . . . . . فِي الْجَوِّ .  
 (٥) فَاطِمَةُ . . . . . الدَّرْسَ مِنَ الرَّادِيُو .

وَقَفَ - طَارَتْ - يَجْلِسُ - تَرْكَبُ - سَمِعَتْ



## الدَّرْسُ السَّادِسُ وَالْخَمْسُونَ

ʔaddarsu ssaadisu walxamsuuna  
Lesson Fifty Six



الشَّرْطِيُّ

ʔaššurṭiyyu  
The Policeman

خَرَجَتْ أُسْرَةُ مَحْمُودٍ تُشَاهِدُ الْمَدِينَةَ . خَرَجَ مَعَهَا سَالِمٌ .

ṣarajat ʔusratu mahmuudin tušaahidu lmadīinata ṣaraja maṣaḥaa saalimun  
Mahmud's family went out sightseeing in the city. Salim went out with them.

قَالَ مَحْمُودٌ : هَذَا شَارِعٌ وَاسِعٌ ؛ شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

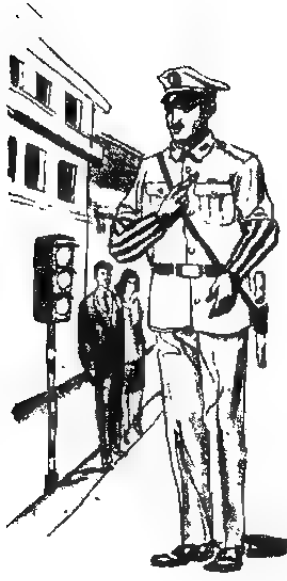
qaala mahmuudun haadaa šaariṣun waasiṣun šawaariṣu lmadīinati waasiṣatun  
Mahmud said, "This is a large street; the city streets are large."

وَصَلَتْ الْجَمَاعَةُ إِلَى مَيْدَانٍ فَسِيحٍ يَقِفُ فِيهِ شَرْطِيٌّ .

waṣalati ljamaaṣatu ʔilaa maydaanin faṣiḥin yaqifu fihi šurṭiyyun  
The group ( family ) arrived at a big square where a policeman was standing.

الْيَمُّ : الشَّرْطَةُ يُنْظَمُونَ الْمُرُورَ فِي الشَّوَارِعِ وَالْمَيَادِينِ .

saalimun ʔaššurṭatu yunaḏḏimuuna lmuruura fi ššawaariṣi walmayaadiini  
Salim: "Policemen control the traffic in (the) streets and squares."



مَحْمُودُ : فِي يَدِ الشُّرْطِيِّ صَفَّارَةٌ .

mahmuudun fi yadi ššurṭiyyi šaffaaratu  
Mahmud: "The policeman has a whistle  
in his hand."

سَالِمٌ : حِينَ يَنْفُخُ الشُّرْطِيُّ فِي

الصَّفَّارَةِ ، يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .

saalimun hiina yanfuxu ššurṭiyyu  
fi ššaffaarati yastatiisu ssaaṭiruuna lṣubuura  
Salim: "When the policeman blows the  
whistle, the pedestrians can cross."

مَحْمُودُ : وَلِمَاذَا لَا يَعْْبُرُ السَّائِرُونَ الْآنَ ؟

mahmuudun walimaaḏaa laa yaṣburu ssaaṭiruuna lṭaana  
Mahmud: "Why don't the pedestrians cross now?"

سَالِمٌ : النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ . يَعْْبُرُونَ عِنْدَمَا يَظْهَرُ النُّورُ الْأَخْضَرُ .

saalimun ṭannuru lṭahmaru ṭamaama ssaaṭiriina yaṣburuuna šindamaa  
yaḏharu nnuuru lṭaxḏaru

Salim: "The red light is on (in front of the pedestrians). They will cross  
when the light turns green."

مَحْمُودُ : السِّيَّارَاتُ وَالْعَرَبَاتُ تَمْضِي فِي طَرِيقِهَا .

mahmuudun ṭassayyaaraatu walṣarabaatu tamḏii fi tariiqihaa  
Mahmud: "The cars and carriages are running along."

سَالِمٌ : الطَّرِيقُ أَمَامَهَا مَفْتُوحٌ .

saalimun ṭattariqu ṭamaamaha maftuuhun  
Salim: "The way is open for them."

مَحْمُودُ : انْطَفَأَ النُّورُ الْأَحْمَرُ ، وَظَهَرَ النُّورُ الْأَخْضَرُ .

mahmuudun ṭintaḏaṭa nnuuru lṭahmaru waḏahara nnuuru lṭaxḏaru  
Mahmud: "The red light is off and the green light is on."

وَنَفَخَ الشُّرْطِيُّ فِي صَفَّارَتِهِ .

wanaḏaṭa ššurṭiyyu fi šaffaaratihi  
The policeman blew his whistle.

سَالِمٌ : أَلَا نَ تَقِفُ السَّيَّارَاتُ وَالْعَرَبَاتُ وَيَعْبُرُ السَّائِرُونَ .

saalimun ʔalʔaana taqifu ʔsayyaraatu walʔarabaatu wayaʔburu ʔsaaʔiruuna  
Salim: "Now the cars and the carriages will stop and the pedestrians will cross."

وَعَبَّرَتِ الْحَمَاةُ الْمِيدَانَ : وَعَبَّرَتْ كَذَلِكَ جَمَاعَاتُ النَّاسِ .

waʔabarati lʔamaaʔatu lmaydaana waʔabarati kaʔaalika jamaaʔaatu nnaasi  
Salim's family as well as the other pedestrians crossed.

سَالِمٌ : الشَّرْطِيُّ فِي الْمَدِينَةِ كَالْخَفِيرِ فِي الْقَرْيَةِ . الشَّرْطَةُ سَاهِرُونَ عَلَى الْأَمْنِ فِي الْمَدِينِ .

saalimun ʔaʔʔurtiyyu fi lmadinaati kalʔafiri fi lqaryati ʔaʔʔurtatu saahiruuna  
ʔala lʔamni fi lmuduni  
Salim: "The policeman in town is like the village guard (khafir) in the village. Policemen maintain security in cities."



مَحْمُودٌ : وَالْخُفَرَاءُ سَاهِرُونَ عَلَى الْأَمْنِ فِي الْقَرْيَةِ .

maḥmuudun walʔufaraaʔu saahiruuna  
ʔala lʔamni fi lqaryati  
Mahmud: "And the khafirs maintain security in the village."

## الملاحظات النحوية

1. Read the following:

اقرأ الآتي :

يَسْتَطِيعُ السَّائِرُ الْعُبُورَ - يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .  
النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِ - النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ .

The word السَّائِرُ is masculine singular and it has two plural forms: السَّائِرُونَ - السَّائِرِينَ. These plural forms are formed from the singular by adding either the suffix -uuna « يُونَ » or the suffix -ina « يِنَ » according to certain grammatical rules that will be dealt with later on .

These two plural forms are called 'sound masculine plurals' « جَمْعُ مُذَكَّرٍ سَالِمٌ ».

السَّائِرُونَ = السَّائِرُ + وَنَ

السَّائِرِينَ = السَّائِرِ + يِنَ

2. Read the following:

اقرأ الآتي :

عُجِّرَتِ الْجَمَاعَةُ الْمِيدَانُ ، وَعُجِّرَتِ جَمَاعَاتُ النَّاسِ الْمِيدَانُ .

The word جَمَاعَاتُ is the plural form of the feminine singular word جَمَاعَةٌ . It is formed from the singular by adding the suffix -aat « آآت » after dropping the feminine singular ending « ة » .

It is called 'sound feminine plural' « جَمْعُ مُؤَنَّثٍ سَالِمٌ » .

Other examples are :

السَّيَّارَةُ - السَّيَّارَاتُ

الْعَرَبَةُ - الْعَرَبَاتُ

3. Read the following:

اقْرَأِ الْآتِي :

هَذَا شَارِعٌ وَاسِعٌ - شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

The word شَوَارِعُ is the plural of the masculine singular word شَارِعٌ .  
It is formed from the singular by internal change. It is called 'broken plural'  
« جَمْعُ تَكْسِيرٍ » .

Unlike 'sound' plurals which are formed by adding suffixes to the singular form, 'broken' plurals are formed by changing the singular form. Broken plural patterns are very numerous, and it is not always possible to forecast from singular to plural or vice versa. You should, therefore, learn both the singular and plural of nouns as you meet them.

Following are other examples:

شُرْطَةٌ	شُرْطِيٌّ
مِيَادِينُ	مِيَدَانُ
خُفَرَاءُ	خَفِيرٌ
مُدُنٌ	مَدِينَةٌ
أَلْقُرَى	أَلْقَرِيَّةٌ

## تجربات

## EXERCISES

1. Give the singular form of each of the following words:

طَائِرَاتٌ - أَشْجَارٌ - مُدْرُسُونَ - صَيْدَلِيَّاتٌ - فَلَاحُونَ - مَعَامِلٌ - مَرِيضَاتٌ  
تَلَامِيذٌ - مُسَافِرُونَ - رُقُوفٌ - عُمَالٌ - مَتَادِيلٌ - مَكْرُوهُونَ - مَحْبُوبُونَ

2. Fill in the blanks with broken plurals:

- (أ) تَطِيرُ . . . . . فِي الْهَوَاءِ .  
(ب) يَحْمِلُ الْمُسَافِرُونَ . . . . .  
(ج) . . . . . الطَّعَامَ لَذِيذَةً .  
(د) . . . . . الْحَدِيقَةَ جَمِيلَةً .  
(هـ) يَعْمَلُ . . . . . بِنِظَامٍ .  
(و) هَذِهِ عُلْبَةٌ . . . . .

3. Put the following plurals in their appropriate places:

الزَّوْجَاتُ - النَّشِيطُونَ - رَوَايَاتُ - الْبَقَرَاتُ - ذَاهِبُونَ - مُؤَدِّبُونَ

- (أ) الْفَلَاحُونَ . . . . . مَحْبُوبُونَ .  
(ب) أَحْضَرَتْ . . . . . الطَّعَامَ .  
(ج) . . . . . فِي الْحَظِيرَةِ .  
(د) هُمْ . . . . . إِلَى الْمَدْرَسَةِ .  
(هـ) . . . . . الْمَسْرَحَ جَمِيلَةً .  
(و) أَنْتُمْ . . . . . ، أَنَا مُسْرُورٌ مِنْكُمْ .

## الدَّرْسُ السَّابِعُ وَالْخَمْسُونَ

Ƨaddarsu ˆssaabiˆsu walˆxamsuuna

Lesson Fifty Seven



## مُبَارَاةٌ فِي كُرَةِ الْقَدَمِ

mubaaraatun fii kurati ˆlqadami

A Football Match

نَزَلَ الْفَرِيقُ الْأَوَّلُ إِلَى الْمَلْعَبِ .

nazala ˆlfariiqu ˆlˆawwalu ˆila ˆlmaˆlˆabi

The first team came on to the football field.

وَبَعْدَ قَلِيلٍ نَزَلَ الْفَرِيقُ الثَّانِي .

wabaˆda qalilim nazala ˆlfariiqu ˆˆaanii

After a while the second team came on (to the football field).

دَارَ الْفَرِيقَانِ حَوْلَ الْمَلْعَبِ .

daara ˆlfariiquaani hawla ˆlmaˆlˆabi

The two teams ran round the football field.

وَصَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ .

waṣaffaqaˀnnaasu lilfariiqayni  
The people applauded the two teams.

وَقَفَ كُلُّ فَرِيقٍ فِي جَانِبِهِ .

waqafa kullu fariiqin fii jaanibihi  
Each team stood on one side (of the football field).

وَقَفَ حَارِسُ الْمَرَمَى أَمَامَ مَرَمَاهُ .

waqafa haarisu lmarmaa pamaama marmaahu  
The goalkeeper stood in front of his goal.

وَوَقَفَ الظَّهِيرَانِ أَمَامَ الْحَارِسِ .

wawaqafa ʔḏḏahiiraani pamaama lhaarisi  
The two backs stood in front of the goalkeeper.

وَفِي الْوَسْطِ وَقَفَ الْمُهَاجِمُونَ .

wafi lwasati waqafa lmuhaajimuuna  
The forwards stood in the middle.

وَعَلَى الْيَمِينِ وَالْيَسَارِ وَقَفَ الْجَنَاحَانِ .

wafala lyaamiini walyasaari waqafa ljanaahaani  
The two wings stood to the right and the left.

وَبَيْنَ الْفَرِيقَيْنِ وَقَفَ الْحَكَمُ .

wabayna lfariiqayni waqafa lhakamu  
The referee took his place between the two teams.

صَفَّرَ الْحَكَمُ وَبَدَأَتِ الْمُبَارَاةُ .

ṣaffara lhakamu wabadaʔati lmubaaraatu  
The referee blew his whistle and the match began.



بَدَأَ الْفَرِيقُ الْأَوَّلُ الْهَجُومَ

badaʔa ʔfariiqu ʔawwalu ihujuuma  
The first team started to attack

وَتَنَاقَلَ الْكُرَّةَ بِسُرْعَةٍ .

watanaaqala ʔkurata bisursatin  
and passed the ball quickly.

وَأَفْلَتَ الْمُهَاجِمُونَ مِنَ الظَّهِيرَتَيْنِ .

waʔaflata ʔmuhaajimuuna mina ʔḏahīrayni  
The forwards got away from the backs (succeeded in breaking the defense line).

وَأُخْرَزَ الْجَنَاحُ الْأَيْمَنُ هَدَفًا .

waʔahraza ʔjanaahu ʔpaymanu hadafan  
The right wing scored a goal.

تَحَمَّسَ الْفَرِيقُ الثَّانِي وَهَاجَمَ بِشِدَّةٍ .

tahammasa ʔfariiqu ʔaani wahaajama biḥiddatin  
The second team pulled themselves up and attacked hard.

وَلَكِنَّ الْفَرِيقَ الْأَوَّلَ أُخْرَزَ هَدَفًا آخَرَ .

walaakinna ʔfariiqua ʔawwala ʔahraza hadafan ʔaaxara  
But the first team scored another goal.

وَانْتَهَى الشَّوْطُ الْأَوَّلُ .

wantaha ʔṣṣawtu ʔawwalu.  
The first half-time came to an end.

وَفِي الشَّوْطِ الثَّانِي أُخْرَزَ الْفَرِيقُ الثَّانِي هَدَفَيْنِ .

wafi ʔṣṣawti ʔaani ʔahraza ʔfariiqu ʔaani hadafayni  
In the second half-time the second team scored two goals.

فَتَعَادَلَ الْفَرِيقَانِ ، وَانْتَهَتْ الْمُبَارَاةُ .

fataaadalaa ʔfariiquaani wantahati ʔmubaaraatu  
So the two teams drew and the match came to an end.

## GRAMMATICAL NOTES

الملاحظات النحوية

1. Read the following sentences paying special attention to the underlined words:

نَزَلَ الْفَرِيقُ - دَارَ الْفَرِيقَانِ - صَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ .

The word الْفَرِيقُ in the first sentence denotes ONE and it is, therefore, called SINGULAR.

The word الْفَرِيقَانِ in the second sentence denotes TWO and it is, therefore, called DUAL.

The word الْفَرِيقَيْنِ in the third sentence also denotes TWO and it is called DUAL.

Note that the DUAL is formed from the SINGULAR by adding either the suffix *-aani* « أَنِ » or the suffix *-ayni* « يْنِ » according to grammatical rules which will be dealt with later on.

2. Read the following sentences observing the underlined DUAL nouns:

وَقَفَ الظَّهِيرَانِ . وَقَفَ الْحَكَمُ بَيْنَ الْفَرِيقَيْنِ .  
وَقَفَ الْجَنَاحَانِ . أَخْرَزَ الْفَرِيقُ هَدَفَيْنِ .

A Dual noun may be either *masculine* as in the previous examples or *feminine* as in the following ones:

Palwardataani jamiilataani  
The two roses are beautiful.

الْوَرْدَتَانِ جَمِيلَتَانِ .

qatafat sufaadu wardatayni  
Suad picked two roses .

قَطَفَتْ سُعَادُ وَرْدَتَيْنِ .

kataba nabiilun risaalatayni  
Nabil wrote two letters.

كَتَبَ نَبِيلٌ رِسَالَتَيْنِ .

## EXERCISES

## تمرينات

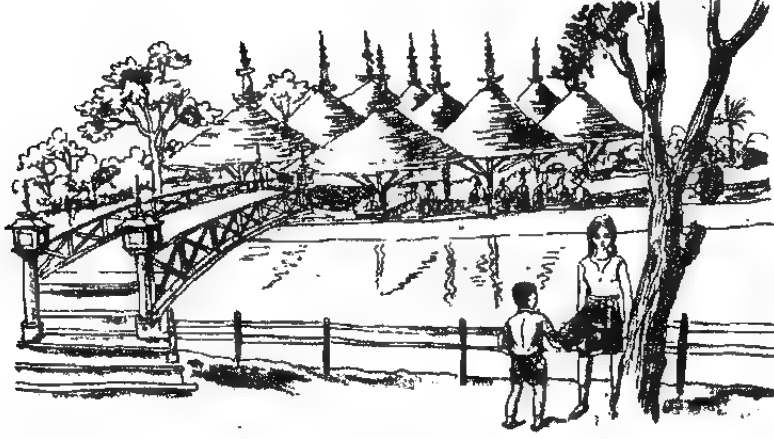
1. Give the dual of each of the following words, first by adding « أَنْ » and then by adding « اَيْنِ ». Follow the examples given:

وَلَدٌ      وَلَدَانِ      وَلَدَيْنِ      عُرْفَةٌ      عُرْفَتَانِ      عُرْفَتَيْنِ  
 مُهَنْدِسٌ      . . . . .      . . . . .      شَجَرَةٌ      . . . . .      . . . . .  
 فَلَاحٌ      . . . . .      . . . . .      نَافِذَةٌ      . . . . .      . . . . .

2. Underline the dual in each of the following sentences:

- ( أ ) أَكَلْتُ هِنْدُ ثِفَاتَيْنِ .  
 ( ب ) زَرَعَ الْفَلَّاحَانِ شَجَرَةَ التَّيْنِ .  
 ( ج ) نَبِيلٌ وَأَحْمَدُ تَلْمِذَانِ مُجْتَهِدَانِ .  
 ( د ) قَرَأَ التَّلْمِيزُ الدَّرْسَيْنِ .

الدَّرْسُ الثَّامِنُ وَالْخَمْسُونَ  
Paddarsu ʿaaminu walxamsuuna  
Lesson Fifty Eight



حُلْوَانُ

hulwaanu  
Helwan

قَالَ أَحْمَدُ لِنَبِيلٍ : هَلْ رَأَيْتَ حُلْوَانَ ؟

qaala ʾahmadu linabiilin hal raʾayta hulwaana  
Ahmad said to Nabil, "Have you seen Helwan?"

نَبِيلٌ : لَا ، لَمْ أَرَهَا .

nabiilun laa lam ʾaraha  
Nabil: "No, I have not seen it."

أَحْمَدُ : يَجِبُ أَنْ تَرَاهَا يَا نَبِيلُ .

ʾahmadu yajibu ʾan taraahaa yaa nabiilu  
Ahmad: "You should see it, Nabil."

حُلْوَانُ مَدِينَةٌ جَمِيلَةٌ . شَمْسُهَا مُشْرِقَةٌ .

hulwaanu madiinatun jamiilatun šamsuhaa mušriqatun  
"Helwan is a beautiful city. It is always sunny."

وَجَوُّهَا دَافِيٌّ ، وَهَوَاؤُهَا جَافٌ .

wajawwuhaa daafiʔun wahawaaʔuhaa jaafiʔun  
Its weather is warm and its air is dry.

نَبِيلٌ : هَلْ تَذْهَبُ مَعِيَ يَا أَحْمَدُ ؟

nabiilun hal taḏhabu maʕii yaa ʔahmadu  
Nabil: --Will you go with me, Ahmad ?

أَحْمَدُ : نَعَمْ . وَسَأُخْضِرُ مَعِيَ أُخْتِي سَمِيرَةَ .

ʔahmadu naʕam wasaʔuḫḏiru maʕii ʔuxtii samirata  
Ahmad: -- Yes, and I'll bring my sister Samira along with me. "

نَبِيلٌ : وَأَنَا أُخْضِرُ مَعِيَ أُخْتِي نِهَادَ .

nabiilun waʔanaa ʔuḫḏiru maʕii ʔuxtii nihaada  
Nabil: -- And I'll bring my sister Nihad along with me.

نِهَادٌ وَسَمِيرَةُ صَدِيقَتَانِ . وَأَنَا وَأَنْتَ صَدِيقَانِ أَيْضًا .

nihaadu wasamiiratu ṣadiiqataani waʔanaa waʔanta ṣadiiqaaʔni ʔayḏan  
Nihad and Samira are friends; and I and you are friends too."

أَحْمَدُ : نَلْتَقِي يَوْمَ الْجُمُعَةِ عِنْدَ مَحْطَةِ بَابِ اللُّوقِ .

ʔahmadu naltaqii yawma l-jumuʕati ʕinda mahaṭṭati baabi lluuqi  
Ahmad: -- We'll meet at Bab el-Louk Station on Friday. "

رَكِبَ الْأَصْدِقَاءُ الْقِطَارَ إِلَى حُلْوَانَ .

rakiba lʔaṣḏiqaaʔu lqitaara ʔilaa hulwaana  
The friends took the train to Helwan.

وَفِي حُلْوَانَ شَاهَدُوا شَوَارِعَهَا الْوَاسِعَةَ ،

wafii hulwaana ʕaahaduu ʕawaariʕaha lwaasiʕata  
In Helwan they saw its big streets,

وَمَبَانِيهَا الْجَمِيلَةَ ، وَحَدَائِقُهَا الْمُنَسَّقَةَ .

wamabaaniyaha ljamiiyata wahadaaʔiqaha lmunassaʕata  
beautiful buildings and well-arranged gardens.

وَذَهَبُوا إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ وَالْمَرْصَدِ .

waḍahabuu ʔilaa ʔuyūni lmiyaahī lmaʔdiniyyati walmarṣadi  
They went to the mineral-water springs and the observatory.

وَعِنْدَ الظُّهْرِ قَالَتْ نِهَادُ :

waʔinda ḍḍuhri qaalat nihaadu  
At noon Nihad said,

تَعَبْنَا مِنَ السَّيْرِ . أَيْنَ نَسْتَرِيحُ ؟

taʔibnaa mina lssayri ʔayna nastariihu  
“ We are tired of walking. Where shall we rest ? ”

قَالَ أَحْمَدُ : نَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .

qaala ʔahmadu nastariihu fi lhadiiqati lyaabaaniyyati  
Ahmad said, “ Let's rest in the Japanese Garden.

فِي الْحَدِيقَةِ مَقَاعِدُ مُرِيحَةٍ ، وَتَمَائِيلُ بَدِيعَةٍ ، وَأَشْجَارُ ظَلِيلَةٍ .

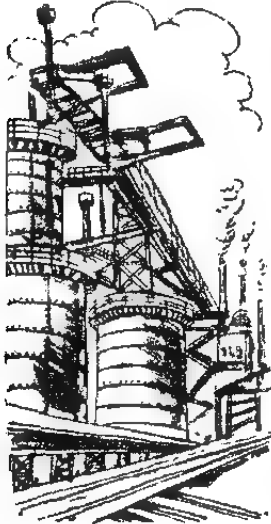
fi lhadiiqati maqaʔidu muriihatun watamaaʔiilu badiʔatun waʔaʔjaarun ḍaliilatun  
In the garden there are comfortable seats, beautiful statues and shady trees. ”

اِسْتَرَاخَتِ الصَّدِيقَتَانِ فِي ظِلِّ شَجَرَةٍ .

ʔistaraaḥati ṣṣadiiqataani fi ḍilli ʔajaratin  
The two friends (Nihad and Samira) had a rest in the shade of a tree.

وَجَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

wajalasa ṣṣadiiqaani ʔalaa maqʔadayni muriihayni  
The two friends (Nabil and Ahmad) sat on two comfortable seats.



وَفِي الْعَصْرِ قَالَ أَحْمَدُ :

wafi lʔasri qaala ʔahmadu  
In the afternoon Ahmad said,

مَصَانِعُ حُلْوَانٍ كَثِيرَةٍ ، وَفِيهَا عُمَالٌ مَاهِرُونَ ،

maʔaanīʔu ḥulwaana kaʔiiratin wafihaa ʔummaalun maahiruuna

“ Helwan has many factories where there are skilfull workers,

وَفِيهَا عَامِلَاتٌ نَشِيطَاتٌ .

wafihaa ʔaamilaatun naʔiitaatun  
and active women workers.”

سَمِيرَةُ : هَيَّا نُسَاهِدْ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

samiiratu hayyaa nuṣāhid maṣnaʿa lḥadiidi waṣṣulbi  
Samira: " Let's go and see the Iron and Steel Factory .

وَقَبْلَ الْغُرُوبِ رَكِبُوا الْقِطَارَ إِلَى الْقَاهِرَةِ .

waqbla lḡuruubi rakibu lqiṭaara ila lqaahirati  
Before sunset they took the train . ( back ) to Cairo.

ثُمَّ رَجَعُوا إِلَى مَنَازِلِهِمْ وَهُمْ يَقُولُونَ :

oumma rajaʿuu ilaa manaazilihim wahum yaquuluuna  
They returned home saying:

حُلْوَانُ مَشْتَى جَمِيلٌ ، حُلْوَانُ مَدِينَةُ الْمُتَعَةِ وَالْعَمَلِ .

ḥulwaanu maṣṭan jamiiḥun ḥulwaanu madiinatu lmutʿati waṣamali  
" Helwan is a beautiful winter resort; Helwan is the city of pleasure and (hard) work. "

## GRAMMATICAL NOTES

أَلْمَلَاَحَظَاتُ النَّحْوِيَّةُ

1. In Arabic, a word is either a *noun*, a *verb* or a *particle*.

a - A noun denotes a person, an animal, or a thing.

Examples :

نَبِيلٌ - نِهَادٌ - شَجَرَةٌ - مَرَصِدٌ - بَقَرَةٌ

b - A verb denotes an action at a certain time.

Examples:

شَرِبَ - يَشْرَبُ - اشْرَبْ

c - A word which is not a noun or a verb is a particle.

Examples:

مِنْ - إِلَى - هَلْ - فِي

2. A verb is either *past*, *present* or *imperative*.

a - The past (verb) denotes an action that took place in the past.

Examples:

رَكِبَ - رَجَعَ

b - The present (verb) denotes an action that takes place in the present or the future.

Examples:

يَرْكَبُ - يَرْجِعُ

c - The imperative expresses a request or an order.

Examples:

ارْكَبْ - ارجع

3. A noun is either *masculine* or *feminine*.

رَجُلٌ - حِصَانٌ - طَائِرٌ - مَرَصِدٌ ..... masculine

سَمِيرَةٌ - نَعَامَةٌ - شَجَرَةٌ - مَائِدَةٌ ..... feminine

النَّاءُ الْمَرْبُوطَةُ (ة-ة) Feminine nouns generally have the feminine ending

Some feminine nouns however do not have the feminine ending.

Examples:

نِهَادٌ - أُذُنٌ - عَيْنٌ - قَدَمٌ



4. A noun is either *singular*, *dual* or *plural*.

a - A singular noun denotes ONE.

Examples:

صَدِيقٌ - قِطَارٌ - مَصْنَعٌ

b - A dual noun denotes TWO (masculine or feminine).

Examples:

صَدِيقَانِ - قِطَارَانِ - مَصْنَعَانِ

The dual is formed by adding «انِ» or «ينِ» to the singular.

Examples:

جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ،

c - A plural noun denotes more than TWO.

Examples:

أَصْدِقَاءٌ - فَلَّاحُونَ - فَلَّاحَاتٌ

Plural nouns are of three kinds:

1. The *sound masculine plural*. It is formed by adding «ُونَ» or «ِينَ» to the masculine singular.

فِي الْمَصَانِعِ عُمَالٌ مَاهِرُونَ . رَأَيْتُ فِي الْمَصْنَعِ عُمَّالًا مَاهِرِينَ .

2. The *sound feminine plural*. It is formed by adding «َات» to the feminine singular.

فَلَّاحَاتٌ - شَجَرَاتٌ

3. The *broken plural*. It is formed by changing the form of the masculine or the feminine singular.

صَدِيقٌ ← أَصْدِقَاءُ - شَجَرَةٌ ← أَشْجَارٌ .

## EXERCISES

## تمرينات

1. Indicate the nouns, the verbs and the particles in the following sentences:

- أ - نَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .
- ب - جَلَسَ نَبِيلٌ عَلَى مَقْعَدٍ مُرَبَّحٍ .
- ج - شَاهَدَ الْأَصْدِقَاءُ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .
- د - عَادَ أَحْمَدُ إِلَى مَنْزِلِهِ .

2. Fill in the blanks with either a noun or a verb:

- أ - رَكِبَ الْأَصْدِقَاءُ . . . . . إِلَى . . . . .
- ب - . . . . . الْأَصْدِقَاءُ إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ .
- ج - . . . . . نِهَادٌ فِي . . . . . شَجَرَةٍ .
- د - هِيَآ نَشَاهِدُ . . . . . الْحَدِيدِ وَالصُّلْبِ .

3. Indicate the masculine nouns and the feminine nouns in the following:

- أ - حُلُوانٌ مَدِينَةٌ جَمِيلَةٌ .
- ب - شَمْسُهَا مُشْرِقَةٌ .
- ج - جَوْهَا دَافِيٌّ .
- د - هَوَاؤُهَا جَافٌ .
- ه - حُلُوانٌ مَدِينَةٌ الْمُتَنَعَةِ وَالْجَمَالِ .

4. Indicate the singular, dual and plural nouns in the following. Then state the kind of each plural:

- أ - نِهَادٌ وَسَمِيرَةٌ صَدِيقَتَانِ .
- ب - أَنَا وَأَنْتَ صَدِيقَانِ .
- ج - جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرَبَّحَيْنِ .
- د - مَصَانِعُ حُلُوانَ كَثِيرَةٌ .
- ه - فِيهَا عُمَالٌ مَاهِرُونَ وَعَامِلَاتُ نَشِيطَاتُ .

## الدَّرْسُ التَّاسِعُ وَالْخَمْسُونَ

Paddaruḡḡaasiḡḡu walxamsuuna  
Lesson Fifty Nine



الْجَامِعَةُ

Paljaamiḡḡatu  
The University

حَاتِمٌ أَتَمَّ الدِّرَاسَةَ الثَّانَوِيَّةَ .

haatimun putammaḡḡdiraasatuḡḡaaanawiiyyata  
Hatem finished the secondary school education.

دَخَلَ حَاتِمٌ الْجَامِعَةَ .

daxala haatimunuḡḡjaamiḡḡata  
Hatem joined the University.

حَاتِمٌ يَسْكُنُ بِجَوَارِ نَبِيلٍ .

haatimun yaskunu bijiwaari nabiilin  
Hatem lives next door to Nabil.

نَبِيلٌ قَالَ لِأُخْتِهِ نِهَادَ :

nabiilun qaala liḡḡuxxihi nihaada  
Nabil said to his sister Nihad.

حَاتِمٌ أَقْبَلَ ، سَأَذْهَبُ إِلَيْهِ ،

haatimun Paqbala saʔaðhabu ʔilayhi  
"Hatem has come. I'll go to him,

وَأَسْأَلُهُ فِي أَيِّ جَامِعَةٍ دَخَلَ .

waʔasʔaluhu fi ʔayyi jaamiʕatin daxala  
and ask him which university he has joined."

نَبِيلٌ : فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمٌ ؟

nabiilun fi ʔayyi jaamiʕatin ʔanta yaa haatimu  
Nabil: " In which University are you Hatem? "

حَاتِمٌ : أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

haatimun ʔanaa fi jaamiʕati lqahirati  
Hatem: " I am in Cairo University. "

نَبِيلٌ : فِي أَيِّ كُؤَلِيَّةٍ دَخَلْتَ ؟

nabiilun fi ʔayyi kulliyatin daxalta  
Nabil: " Which college have you joined? "

حَاتِمٌ : دَخَلْتُ كُؤَلِيَّةَ الْهَنْدَسَةِ .

haatimun daxaltu kulliyata lhandasati  
Hatem: " I have joined the College of Engineering. "

نَبِيلٌ : كَمْ كُؤَلِيَّةٍ فِي الْجَامِعَةِ ؟

nabiilun kam kulliyatan fi ljaamiʕati  
Nabil: " How many colleges are there in the University? "

حَاتِمٌ : فِي الْجَامِعَةِ كُؤَلِيَّاتٌ كَثِيرَةٌ .

haatimun fi ljaamiʕati kulliyaatun kaʕiiraturun  
Hatem: " The University has many colleges. "

فِيهَا كُتَيْبَةُ الطَّبِّ ، وَكُتَيْبَةُ الصَّيْدَلَةِ ، وَكُتَيْبَةُ الطَّبِّ الْبَيْطَرِيِّ .

fihaa kulliyatu ṭibbī wakulliyatu ṣṣaydalati wakulliyatu ṭibbī l-bayṭariyyi  
 "There are the College of Medicine, the College of Pharmacology, the College  
 of Veterinary Medicine,

وَكَتَيْبَةُ الْعُلُومِ ، وَكَتَيْبَةُ الْاِقْتِصَادِ ، وَكَتَيْبَةُ التِّجَارَةِ ؛

wakulliyatu ḥulūmī wakulliyatu liqtisādi wakulliyatu tijāarati  
 the College of Science, the College of Economics, the College of Commerce.

وَكَتَيْبَةُ الْأَدَابِ ، وَكَتَيْبَةُ الْحُقُوقِ .

wakulliyatu lpaadaabi wakulliyatu lhuquqi  
 the College of Arts and the College of Law.

وَفِي كُلِّ كُتَيْبَةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

wafī kullī kulliyatin faqsaamun muṭṭalifatun  
 Each college has various departments."

نَبِيلُ : كَمْ جَامِعَةٌ فِي جُمْهُورِيَّتِنَا ؟

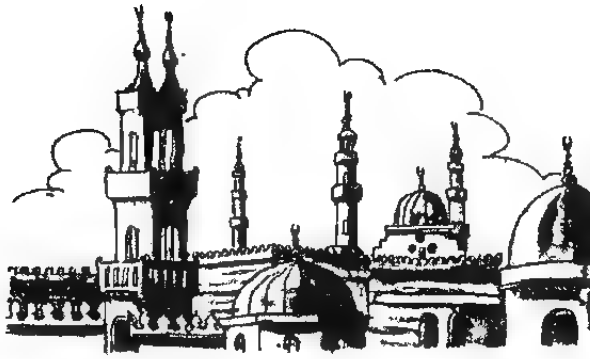
nabīlun kam jaamiʿatan fī jumhuuriyyatinaa  
 Nabil : " How many Universities are there in our Republic ? "

حَاتِمٌ : فِي جُمْهُورِيَّتِنَا جَامِعَاتٌ كَثِيرَةٌ .

haatimun fī jumhuuriyyatinaa jaamiʿaatun kaṯīratun  
 Hatem: " There are many universities in our Republic. "

فِيهَا جَامِعَةُ عَيْنِ شَمْسٍ ، وَجَامِعَةُ الْأَزْهَرِ ، وَجَامِعَةُ الْإِسْكََنْدَرِيَّةِ ،

fihaa jaamiʿatu ʿayni šamsin wajaamiʿatu lʾazhari wajaamiʿatu lʾiskandariyyati  
 There are the University of Ain-Shams, the University of Al-Azhar, the  
 University of Alexandria,



وَجَامِعَةُ أَسْيُوطَ ، وَجَامِعَةُ الْمَنْصُورَةِ .

wajaamiṣatu ʔasyuuta wajaamiṣatu lmanṣuurati  
the University of Assiut and the University of Mansourah."

نَبِيلٌ : هَلْ فِي الْجَامِعَةِ طَلَبَةٌ مِنْ بِلَادٍ أُخْرَى ؟

nabiilun hal fi ljaamiṣati ṭalabatun min bilaadin ʔuxraa  
Nabil: "Are there students from other countries in the University ? "

حَاتِمٌ : نَعَمْ بِالْجَامِعَةِ طَلَبَةٌ مِنْ أُنْحَاءِ الْعَالَمِ .

haatimun naʕam biljaamiṣati ṭalabatun min ʔanhaaʔi lʕaalami  
Hatem: "Yes, there are students from all parts of the world in the University.

وَجَامِعَاتُنَا تُرَحِّبُ بِكُلِّ طَالِبٍ .

wajaamiṣaatunaa turahhibu bikulli ṭaalibin  
Our universities welcome every student."

نَبِيلٌ : شُكْرًا لَكَ يَا حَاتِمٌ .

nabiilun ṣukran laka yaa haatimu  
Nabil: "Thank you, Hatem.

أَنْتَ الْآنَ تَتَعَلَّمُ وَغَدًا تَكُونُ مُهَنْدِسًا عَظِيمًا .

ʔanta lʔaana tataʕallamu wagadan takuunu muhandisan ʕaḍiiman  
Now you are studying and in the future you will be a great engineer. "

## GRAMMATICAL NOTES

## الملاحظات النحوية

1. Read the following words:

دَرْسٌ	قِسْمٌ	كُلِّيَّةٌ	جَامِعَةٌ
darsun	qismun	kulliyyatun	jaami'atun
a lesson	a department	a college	a university

None of these nouns denotes a specific thing. It is, therefore, called an *indefinite noun* « نَكْرَةٌ ».

2. Read the following words:

haatimun ( Hatim - a person's name )	حاتِمٌ
nabiilun ( Nabil - « « « )	نَبِيلٌ
nihaadu ( Nihad - « « « )	نَهَادٌ
aljaami'satu ( the university )	الْجَامِعَةُ
kulliyyatu ssaydalati (the College of Pharmacology)	كُلِّيَّةُ الصَّيْدَلَةِ
anaa ( I )	أَنَا

Each of these nouns denotes a specific person or thing. It is, therefore, called a *definite noun* « مَعْرُفَةٌ ».

And so a noun may be either *indefinite* or *definite*. An indefinite noun does not indicate a specific person or thing, whereas a definite noun indicates a specific person or thing.

## EXERCISES

## تمارين

1. Fill in the blanks with suitable nouns:

- ( أ ) أَقْبَلَ . . . . . سَأَذْهَبُ إِلَيْهِ .  
 ( ب ) أَنَا فِي . . . . . الْقَاهِرَةِ .  
 ( ج ) دَخَلَ حَاتِمٌ كُتَيْبَةً . . . . .  
 ( د ) أَرْجُو أَنْ تَكُونَ مُهَنْدِسًا . . . . .

2. Rearrange the words on each line to form a complete sentence:

- ( أ ) نِيَّادَ - قَالَ - لِأُخْتِهِ - نَبِيلٌ .  
 ( ب ) حَاتِمٌ - سَأَذْهَبُ - أَقْبَلَ - إِلَيْهِ .  
 ( ج ) أَنَا - الْقَاهِرَةِ - جَامِعَةٍ - فِي .

3. Indicate the indefinite nouns in the following sentences:

- ( أ ) دَخَلَ حَاتِمٌ الْجَامِعَةَ .  
 ( ب ) فِي كُلِّ كُتَيْبَةٍ أَفْسَامٌ مُخْتَلِفَةٌ .  
 ( ج ) فِي الْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

4. Indicate the definite nouns in the following sentences:

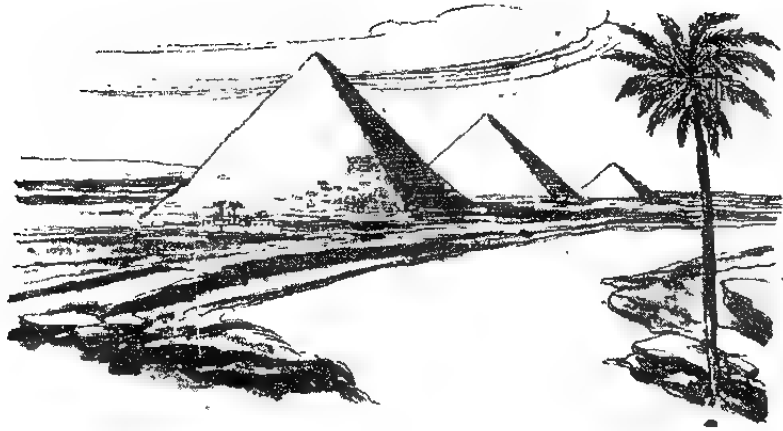
- ( أ ) فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمٌ ؟  
 ( ب ) أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .  
 ( ج ) دَخَلْتُ كُتَيْبَةَ الْمُهَنْدِسَةِ .



## الدَّرْسُ السُّتُونُ

ʔaddarsu ssittunna

Lesson Sixty



## أَهْرَامُ الْجِيزَةِ

ʔahraamu ljiizati

The Pyramids of Guiza

أَتَمَّ حَاتِمٌ دِرَاسَتَهُ فِي الْجَامِعَةِ .

ʔatamma haatimun diraasatahu fi ljaamiʕati

Hatem has completed his university education.

وَسَافَرَ فِي بَعْثَةٍ دِرَاسِيَّةٍ إِلَى الْخَارِجِ .

wasaafara fi baʕʕatin diraasiyyatin ʔila lxaariji

And went abroad on a study mission.

فَعَرَفَ كَثِيرًا مِنَ الْأَصْدِقَاءِ .

faʕarafa kaʕiiran mina lʔaṣḍiqaaʔi

He made many friends there.

وَبَعْدَ عَوْدَتِهِ إِلَى بِلَادِهِ ،

wabaʿda ʿawdatihi ʔilaa bilaadihi  
After his return to his country,

زَارَهُ صَدِيقٌ مِنْ بَاكِسْتَانٍ .

zaarahu ʿadiiqun min paakistaana  
a friend from Pakistan came to visit him.

وَرَغِبَ صَدِيقُهُ فِي زِيَارَةِ بَعْضِ الْأَثَارِ .

waragiba ʿadiiqubu fii ziyaarati baʿdi lʔaʿaaari  
He wished to visit some monuments .

فَقَالَ لَهُ حَاتِمٌ : سَنَرَى الْيَوْمَ أَهْرَامَ الْجِيزَةِ .

faqaala lahu haatimun sanara ʔyawma ʔahraama lʔjiizati  
So Hatem told him , “ We are going to see the Pyramids of Guiza today. ”.

وَرَكِبَ الصَّدِيقَانِ السَّيَّارَةَ .

warakiba ʿsadiiqaani ʿssayyaarata  
Hatem and his friend took a car.

وَسَارَتْ بِهِمَا فِي شَارِعِ الْهَرَمِ .

wasaaarat bihimaa fii ʿsaariʿi lharami  
The car took them along the Pyramids Road.

وَبَعْدَ مُدَّةٍ وَصَلَتِ السَّيَّارَةُ إِلَى الْأَهْرَامِ .

wabaʿda muddatin waṣalati ʿssayyaaratu ʔila lʔahraami  
After a while the car arrived at the Pyramids.

فَقَالَ الصَّدِيقُ : أَرَى ثَلَاثَةَ أَهْرَامٍ .

faqaala ʿsadiiqu ʔaraa ʿaalaaʿata ʔahraamin  
Hatem's friend said, “ I see three Pyramids. ”

فَقَالَ حَاتِمٌ : هِيَ أَهْرَامُ الْجِيزَةِ .

saqaala haatimun hiya ?ahraamu ljiizati  
Hatem said, "They are the Pyramids of Guiza.

أَلْهَرَمُ الْأَكْبَرُ بَنَاهُ خُوفُو .

?alharamu l?akbaru banaahu xuufuu  
The great Pyramid was built by Cheops.

وَالْهَرَمُ الْأَوْسَطُ بَنَاهُ خَفْرَعُ .

walharamu l?awsatu banaahu xafra?u  
The middle Pyramid was built by Chefren.

وَالْهَرَمُ الْأَصْغَرُ بَنَاهُ مَنْقَرَعُ .

walharamu l?asgaru banaahu manqara?u  
The small Pyramid was built by Menkaure.



وَفِي سَقَّارَةَ هَرَمٌ مُدَرَّجٌ بَنَاهُ زُوسَرُ .

wafii saqqaarata haramun mudarrajun banaahu  
zuusaru

At Sakkara there is the Step Pyramid built by  
Zoser."



مَا هَذَا الْأَسَدُ يَا حَاتِمٌ ؟

maa haa?a l?asadu yaa haatimu  
What's that lion, Hatem?

هَذَا تِمْنَالُ أَبِي الْهُوْلِ يَا صَدِيقِي .

haa?aa timnaalu ?abi lhawli yaa ?adiiqii  
This is the Sphinx, my friend.

جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

jismuhu jismu ʔasadin waraʔsuhu raʔsu ʔinsaanan

It has the body of a lion and the head of a human being.

وَفِي الْمَسَاءِ تَسْمَعُ صَوْتَهُ .

wafi lmasaaʔi tasmaʕu ʕawtahu

At night you hear it talk (hear its voice) .

عَجِيبٌ ! كَيْفَ يَتَكَلَّمُ التَّمَنَّا ؟

ʕajībun kayfa yatakallamu ttimeaalu

Strange ! How can a statue talk ?

إِنْتَظِرْ وَسَتَرَى وَتَسْمَعُ .

Pintaʕir wasataraa watasmaʕu

Wait , see, and hear

وَفِي الْمَسَاءِ أَضَاءَتِ الْأَهْرَامُ وَأَبُو الْهَوْلِ .

wafi lmasaaʔi ʔadaaʔati lʔahraamu waʔabu lhawli

In the evening the Pyramids and the Sphinx were floodlit.

وَقَصَّ كُلُّ هَرَمٍ تَارِيخَهُ .

waqassa kullu haramin taariixahu

Each Pyramid told its history.

وَتَكَلَّمَ أَبُو الْهَوْلِ وَقَصَّ تَارِيخَهُ .

watakallama ʔabu lhawli waqassa taariixahu

The Sphinx talked and told its history, too.

وَأَنْتَهَى عَرْضُ الصَّوْتِ وَالضَّوْءِ .

wantahaa ʕardu ʕsawti waddawʔi

The Sound and Light show was over.

فَقَالَ الصَّدِيقُ لِحاتِمٍ :

faqaala ssadiiqu lihaatimin  
Hatem's friend said to him,:

بِلَادُكُمْ جَمِيلَةٌ وَأَنْثَارُهَا عَظِيمَةٌ .

bilaadukum jamiilatun wa?aa?aaaruhaa ʿaḏīmatun  
“ Your country is beautiful and its monuments are great. ”

## GRAMMATICAL NOTES

## الملاحظات النحوية

1.	مَنْقَرَعُ manqaraʕu	خَفْرَعُ xaʕraʕu	خَوْفُو xuufuu	حَاتِمُ haatimun
	أَبُو الْهَوْلِ ʔabu l-hawli	سَقَّارَةُ saqqaaratu	الْجِيزَةُ ʔaljiizatu	زُوسَرُ zuusaru

Each of these nouns denotes a specific person, place or thing. It is, therefore, called a *definite noun*.

2.	أَسَدُ ʔasadun a lion	سَيَّارَةُ sayyaaratun a car	صَدِيقُ ṣadiiqun a friend	جَامِعَةُ jaamiʕatun a university
	الْأَسَدُ ʔalʔasadu the lion	السَّيَّارَةُ ʔassayyaaratu the car	الصَّدِيقُ ʔaṣṣadiiqu the friend	الْجَامِعَةُ ʔaljaamiʕatu the University

Each noun on the first line is indefinite. But with the definite article ʔal «الـ» attached to it, as on the second line, it becomes definite.

3. Two main types of definite nouns are:

(a) Proper nouns.

(b) Nouns defined by the definite article ʔal «الـ» .

## EXERCISES

## تمارين

1. Fill in the blanks with suitable proper nouns:

- ١ - أَنَّم . . . . . دِرَاسَتُهُ فِي الْجَامِعَةِ .  
 ب- الْهَرَمُ الْأَكْبَرُ بَنَاهُ . . . . .  
 ج- الْهَرَمُ الْأَوْسَطُ بَنَاهُ . . . . .  
 د - . . . . . جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .  
 هـ - الْأَهْرَامُ الثَّلَاثَةُ فِي . . . . .

2. Fill in the blanks with nouns defined by « اِجْ » :

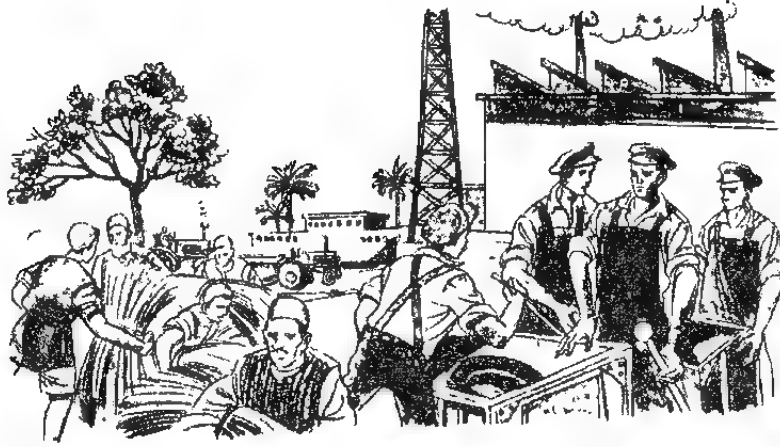
- (١) عَرَفَ حَاتِمٌ كَثِيرًا مِنْ . . . . .  
 (٢) مَا هَذَا . . . . . يَا حَاتِمُ ؟  
 (٣) . . . . . الْأَكْبَرُ بَنَاهُ خَوْفُو .

3. Prefix « اِجْ » to each of the following words. Then use each new word in a complete sentence:

شَجَرَةٌ - مَكْتَبَةٌ - مُدَرِّسٌ - جَامِعٌ - فَلَّاحٌ

## الدَّرْسُ الْخَادِي وَالسُّتُونُ

Paddarsu Ihaadii wassittuuna  
Lesson Sixty One



### الْعَمَلُ

Paʿṣamalu  
Work

قَالَ الْفَلَّاحُ لِابْنِهِ :

qaala ifallaahu libnihi  
The farmer said to his son,

أَنَا أَعْمَلُ فِي الْحَقْلِ .

Panaa Paʿṣamalu fi Ihaqli  
“ I work in the field,

وَأَنْتَ تَتَعَلَّمُ فِي الْمَدْرَسَةِ .

waʿanta tataʿallamu fi l-madrasati  
and you learn at school.

نَحْنُ نَعْمَلُ وَنَتَعَلَّمُ .

nahnu naʿmalu wanataʿallamu  
We work and learn.”



قَالَتِ الْبِنْتُ لِأُخْتِهَا :

qaalati lbintu li'uxtihaa  
The girl said to her sister,



أَنَا عَامِلَةٌ فِي الْمَصْنَعِ ، وَأَنْتِ طَبِيبَةٌ  
فِي الْمُسْتَشْفَى .

ʔanaa ʕaamilatun fi lmasnaʕi waʔanti  
tabiibatun fi lmustaʕfaa  
"I am a worker at the factory and you are  
a doctor at the hospital.

نَحْنُ نَعْمَلُ وَنَعْمُدُ وَطَنَنَا .

nahnun naʕmalu wanaʕdumu waṭananaa  
We work and serve our country."

قَالَ الْوَلَدُ لِوَالِدَيْهِ :

qaala lwaladu liwaalidayhi  
The boy said to his parents,



أَنْتُمَا الْآنَ تَسْتَرِيحَانِ .

ʔantuma lʔana tastarihaani  
"You (two) are resting now.

وَأَنَا وَإِخْوَتِي نَعْمِدُكُمْ .

waʔanaa waixwatii naʕdumukumaa  
I and my brothers look after you."

نَحْنُ نَعْمَلُ مِنْ أَجْلِ أَسْرَتِنَا وَوَطَنِنَا .

nahnu naʿmalu min ʔajli ʔusratinaa wawataninaa  
We work for our family and country."



قَالَ النَّاقدُ لِلْمُمَثِّلِينَ :

qaala ʾnnaaqidu lil-mumaaʾiliina  
The critic said to the actors,

أَنْتُمْ تَسْتَحِقُّونَ التَّهْنِئَةَ .

ʔantum tastaḥiqquuna ʾttahniʔata  
"You deserve to be congratulated.

كُلُّ وَاحِدٍ مِنْكُمْ بَدَلَ جُهِدِهِ .

kullu waahidin minkum baḏala juhdahu  
Each one of you did his best,

وَأَدَّى دَوْرَهُ بِنَجَاحٍ .

waʔaddaa dawrahu binajaahin  
and played his part successfully."

ثُمَّ انْتَفَتَ إِلَى الْمُثَلَّاتِ وَقَالَ :

ʾumma ʾtafata ʔila ʾlmumaaʾilaati waqaala  
Then he turned to the actresses, and said,

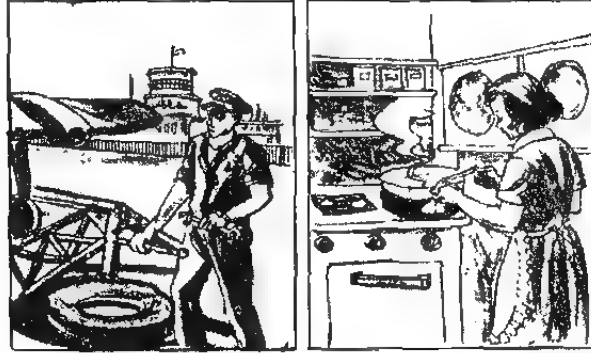
أَنْتُنَّ جَدِيرَاتُ بِالتَّصْفِيقِ .

ʔantunna jadiiraatun bittasʔfiqi  
"And you are worthy of applause.

كُلُّ وَاحِدَةٍ أَدَّتْ دَوْرَهَا بِبِرَاعَةٍ .

kullu waahidatin ʔaddat dawrahaa bibaraaʕatin  
Each one of you played her part skilfully."

قَالَ الْمَخْرِجُ : نَعَمْ ، هُنَّ جَدِيرَاتٌ بِالتَّصْفِيقِ ، وَهُمْ يَسْتَحِقُّونَ التَّهْنِئَةَ .  
qaala lmuḫriju naʕam hunna jadiiraatun bittaṣfiqi wahum yastahiqquuna ttahniiʔata  
The director said : " Yes, they (the actresses) are worthy of applause, and  
they (the actors) deserve to be congratulated. "



الزَّوْجَةُ تَعْمَلُ فِي الْبَيْتِ .

ʔazzawjatu taʕmalu fi lḥbayti  
The housewife works at home.

هِيَ تَغْسِلُ وَتَكْنُسُ وَتَطْبُخُ وَتُرَبِّي الْأَوْلَادَ

hiya tagsilu wataknisu wataṭṭbuxu waturabbi lʔawlaada  
She washes, sweeps, cooks and brings up the children.

وَالزَّوْجُ يَعْمَلُ فِي الْمَطَارِ . وَهُوَ يَعْمَلُ طَوْلَ النَّهَارِ .

wazzawju yaʕmalu fi lmaṭaari wahuwa yaʕmalu tuula nnahaari  
The husband works at the airport. He works all day long.

وَفِي الْمَسَاءِ يَعُودُ إِلَى الْبَيْتِ .

wafi lmasaaʔi yaʕuudu ʔila lḥbayti  
In the evening he returns home.

وَبَعْدَ الْعِشَاءِ يَجْلِسُ الْوَالِدَانِ حَوْلَ الرَّادِيُو .

wabaʕda lʕaʕaaʔi yajlisu lwaalidaani hawla rraadyoo  
After supper the parents sit by the radio.

هُمَا يُحِبَّانِ الْأَغَانِيَّ وَالْأَحَادِيثَ .

humaa yuhibbaani lʔagaaniya walʔahaadiiea  
They like songs and talks.

وَيَذْهَبُ الْأَوْلَادُ إِلَى حُجْرَتِهِمْ .

wayaɖhabu lʔawlaadu ʔilaa hujratihim  
The children go to their room.

هُمْ يُحِبُّونَ اللَّعْبَ بِاللُّعْبِ .

hum yuhibbuuna llaʕiba billuʕabi  
They like to play with toys.

هَذِهِ أُسْرَةٌ سَعِيدَةٌ .

haaɖihi ʔusratun saʕiidatun  
This is a happy family.

## GRAMMATICAL NOTES

## الملاحظات النحوية

1. Personal pronouns are of two kinds: *separate* and *suffixed*.
2. Following is a table containing the separate pronouns in Arabic.

الغائب Third Person	المخاطب Second Person	المتكلم First Person	
المذكر - المؤنث feminine - masculine	المذكر - المؤنث feminine - masculine	المذكر - المؤنث feminine - masculine	
هيَ she	أنتَ you	أنا I	المفرد Singular
هوَ he	أنتِ you		
هُمَا they	أنتُما you	نَحْنُ we	المثنى Dual
هُنَّ they	أنْتُنَّ you	نَحْنُ we	الجمع Plural
هُمُ they	أنْتُمْ you		

3. Note that the first person personal pronouns « أَنَا - نَحْنُ » are the same for both masculine and feminine.

Note that dual pronouns denoting the second and third persons « أَنْتُما - هُمَا » are the same for both masculine and feminine.

4. Suffixed pronouns will be dealt with later on.

## EXERCISES

## تمارين

1. Underline the separate personal pronoun in each of the following sentences. Then indicate its kind with reference to the table contained in the grammatical notes.

- أ - أَنَا مُهَنْدِسٌ .  
 ب - هُمْ اسْتَمَعُوا إِلَى الرَّادِيُو .  
 ج - نَحْنُ طُلَّابٌ فِي كَلِيَّةِ الطَّبِّ .  
 د - أَنْتِ عَامِلَةٌ مَاهِرَةٌ .  
 ه - أَنْتُمَا صَدِيقَانِ مُخْلِصَانِ .

2. Fill in each of the following blanks with a pronoun chosen from those given in brackets:

- ( أَنْتُنَّ - نَحْنُ - هُمَا - أَنْتُمَا - هُمْ )  
 أ - . . . . . يُحِبَّانِ الْأَغَانِيَّ وَالْأَحَادِيثَ .  
 ب - . . . . . يُحِبُّونَ اللَّعِبَ بِاللُّعْبِ .  
 ج - . . . . . نَعْمَلُ وَنَعْمَلُ وَطَنَنَا :  
 د - قَالَ النَّاقِدُ لِلْمُمَثِّلَاتِ : . . . . . جَلِيزَاتٌ بِالتَّصْفِيقِ .  
 ه - قَالَ الْوَلَدُ لِوَالِدَيْهِ : . . . . . الْآنَ تَسْتَرِيحَانِ .

3. Fill in the blanks with suitable pronouns:

- أ - . . . . . زَوْجَانِ سَعِيدَانِ .  
 ب - . . . . . نَعْمَلُ مِنْ أَجْلِ أَسْرَتِنَا وَوَطَنِنَا .  
 ج - . . . . . تَعْمَلِينَ فِي الْمُسْتَشْفَى .  
 د - . . . . . يَجْلِسَانِ حَوْلَ الرَّادِيُو .  
 ه - . . . . . يَعْمَلُ فِي الْمَطَارِ .

4. Rewrite the following sentence addressing the sound masculine plural and the sound feminine plural:

أَنْتَ مُمَثِّلٌ مَاهِرٌ .

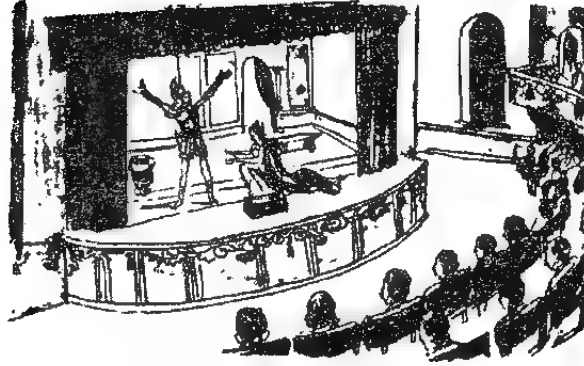
5. Rewrite the following sentence replacing the pronoun « هُوَ » by its dual form and then by its masculine plural form:

هُوَ طَبِيبٌ مَاهِرٌ .

## الدُّرُسُ الثَّانِي وَالسُّتُونُ

Ṣaddarsu ḥeeaanii wassittuuna

Lesson Sixty Two



### فِي الْمَسْرَحِ

fi lmasrahi

At the Theatre

دَخَلَ سَالِمٌ وَنَبِيلٌ الْمَسْرَحَ ،

ḍaxala saalimun wanabiilunu lmasraha  
Salim and Nabil went into the theatre,

وَجَلَسَا فِي مَقْعَدَيْنِ مُتَجَاوِرَيْنِ .

wajalasa fi maqʿadayni mutajaawirayni  
and sat next to each other.

وَأَمْتَلَأَتِ الْمَقَاعِدُ بِالْمُتَفَرِّجِينَ .

wamtalaʿati lmaqaaʿidu bilmutafarrijiina  
The seats were occupied by the spectators.



قَرَأَ نَبِيلُ الْبَرْنَامَجِ الَّذِي فِي يَدِهِ .

qaraʔa nabiilunu lbarnaamaja llaḏii fii yadihi  
Nabil read the programme that he had in his hand.

وَعَرَفَ اسْمَ الرُّوَايَةِ الَّتِي سَيُشَاهِدُهَا .

waʕarafa sma rriwaayati llatii sayuʕaahiduhaa  
He knew the title of the play he was going to see.

وَعَرَفَ الْمُثْمَلِ الَّذِي يَقُومُ بِدَوْرِ الْبَطْلِ ،

waʕarafa lmumaeeila llaḏii yaquumu bidawri lbatali  
He knew the actor who was going to play the part of the hero,

وَالْمُثَلَّةِ الَّتِي تَقُومُ بِدَوْرِ الْبَطْلَةِ .

walmumaeeilata llatii taquumu bidawri lbatalati  
and the actress who was going to play the part of the heroine.

وَعَرَفَ الْمُثْمِلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ ،

waʕarafa lmumaeeilina llaḏiina yaquumuuna biʔadwaari rrijaali  
He knew those who were going to act the men's parts,

وَالْمُثَلَّاتِ اللَّاتِي يَقُمْنَ بِأَدْوَارِ النِّسَاءِ .

walmumaeeilaati llaatii yaqumna biʔadwaari nnisaaʔi  
and those who were going to act the women's parts.

وَبَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِي فِي الْقَاعَةِ .

wabaʕda qaliilin intafaʔati lʔanwaaru llatii fi lqaaʕati  
After a while, the lights in the hall went off.

وَبَدَأَ التَّمْثِيلُ .

wabadaʔa ttameiilu  
The play began.

وَبَعْدَ ثَلَاثِ سَاعَاتٍ انْتَهَتْ الْمَسْرَحِيَّةُ .

wabaʕda ealasei saaʕatin intahati lmasrahiyyatu  
After three hours the play was over.

وَخَرَجَ سَالِمٌ وَنَبِيلٌ مِنَ الْمَسْرَحِ .

waxaraja saalimun wanabiilun mina lmasrahi  
Salim and Nabil left the theatre.

وَقَالَ سَالِمٌ لِنَبِيلٍ :

waqaala saalimun linabiilin  
Salim said to Nabil,

مَاذَا أَعْجَبَكَ فِي الْمَسْرَحِيَّةِ ؟

maaɖaa ʔaʕjabaka fi lmasrahiyyati  
“What did you like in the play?”

قَالَ نَبِيلٌ :

qaala nabiilun  
Nabil said,

أَعْجَبْتَنِي الْمُثَلَّتَانِ اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ ،

ʔaʕjabatni lmumaəəilataani llataani ɖaharataa fi lfaʕli lʔawwali  
“I liked the two actresses who appeared in the first act,

وَالْمُغَنِّيَانِ اللَّذَانِ كَانَا فِي الْفَصْلِ الْأَخِيرِ .

walmuganniyaani llaɖaani kaanaa fi lfaʕli lʔaxiiri  
and the two singers who took part in the last act.”

## GRAMMATICAL NOTES

## الملاحظات النحوية

1. Pallaḍii	الَّذِي
Pallatīi	الَّتِي
Pallaḍaani	الَّذَانِ
Pallataani	الَّتَانِ
Pallaḍiina	الَّذِينَ
Pallaatiī	الَّلَاتِي

The words listed above are the *relative pronouns* in Arabic.

2. Pallaḍii الَّذِي is the relative pronoun for the masculine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُثْمَلُ الَّذِي يَقُومُ بِدَوْرِ الْبَطْلِ .

الَّذِي is related to الممثل (a human being).

b - Denoting a non-human (a thing):

قَرَأَ الْبَرْنَامَجَ الَّذِي فِي يَدِهِ .

الَّذِي is related to البرنامج (a thing).

3. Pallatīi الَّتِي is the relative pronoun for the feminine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُثْمَلَةُ الَّتِي تَقُومُ بِدَوْرِ الْبَطْلَةِ .

الَّتِي is related to الممثلة (a human being).

b - Denoting a non-human (thing):

عَرَفَ اسْمَ الرُّوَايَةِ الَّتِي سَيَسْأَلُهَا .

التي is related to الرواية (a thing).

4. a - Pallaḏaani اللِّذَان is the relative pronoun for the masculine dual (both human and non-human):

أَعْجَبَنِي الْمُغَنِّيَانِ اللِّذَانِ كَانَا فِي الْفَصْلِ الْآخِيرِ .

اللذان is related to المغنيان (human dual).

أَعْجَبَنِي الْكِتَابَانِ اللِّذَانِ قَرَأْتُهُمَا .

اللذان is related to الكتابان (non-human dual).

- b - Pallataani اللَّتَانِ is the relative pronoun for the feminine dual (both human and non-human).

أَعْجَبَتْنِي الْمُثَلَّتَانِ اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ .

اللتان is related to المثلتان (human dual).

أَعْجَبَتْنِي الْمَسْرُحِيَّتَانِ اللَّتَانِ شَاهَدْتُهُمَا .

اللتان is related to المسرحيتان (non-human dual).

5. Pallaḏiina الَّذِينَ is the relative pronoun for the masculine plural. It is used only for human beings.

عَرَفَ الْمُثَلِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرُّجَالِ .

6. Pallaatii اللَّاتِي is the relative pronoun for the feminine plural. It is used only for human beings.

عَرَفَ الْمُثَلَّلَاتِ اللَّاتِي يَقُومْنَ بِأَدْوَارِ النِّسَاءِ .

7. Pallatii الَّتِي is also used for non-human plurals.

بَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِي فِي الْقَاعَةِ .

الجمع Plural		المثنى Dual		المفرد Singular	
غير عاقل Non-human	عاقل Human	عاقل وغير عاقل Human & Non-human		عاقل وغير عاقل Human & Non-human	النوع Gender
الَّتِي	الَّذِينَ	الَّذِينَ	الَّذَانِ	الَّذِي	المذكر Masculine
الَّتِي	الَّتَاتِي	الَّتَيْنِ	الَّتَانِ	الَّتِي	المؤنث Feminine

تمارين

## EXERCISES

1. Fill in the blanks with suitable relative pronouns:

- ( أ ) الرواية . . . . . شاهدتها سالمٌ وتبيلٌ جميلةٌ .  
 ( ب ) أعجبني الممثل . . . . . قامَ بدورِ البطلِ .  
 ( ج ) ضحك المتفرجون . . . . . شاهدوا الرواية .  
 ( د ) أعجبني الممثلة . . . . . قامتَ بدورِ البطلةِ .

2. Fill in each of the blanks with a relative pronoun chosen from those given in brackets:

- ( أ ) الحقيبة . . . . . يحملها راشدٌ صغيرةٌ . (اللدان . التي . اللذين)  
 ( ب ) الخبز . . . . . يُصنعُ من القمحِ لذيذٌ . (اللاتى . اللتان . الذى)  
 ( ج ) الفلاحات . . . . . يخلبن البقرةَ نشيطاتٌ . (اللذان . اللاتى . التى)  
 ( د ) الطائرة . . . . . تطيرُ فى الهواءِ سريعةٌ . (الذى . الذى . اللذين)  
 ( هـ ) التلميذان . . . . . ذاكرا دروسهما تاجحان . (اللتان . اللذان . التى)

3. الممثلة التى على المسرحِ بطلةٌ .

a - Replace the noun الممثلة by its dual form and make other necessary changes.

b - Replace the noun الممثلة by its plural form and make other necessary changes.

4. آفْلَاحُ الَّذِي فِي الْحَقْلِ مُجْتَهِدٌ .

a - Replace the noun الفلاح by its dual form and make other necessary changes .

b - Replace the noun الفلاح by its plural form and make other necessary changes.

## الدَّرْسُ الثَّالِثُ وَالسُّتُونَ

Paddarsu eaaaliyu wassittuuna  
Lesson Sixty Three



### مَجَلَّةُ نَبِيلٍ وَمَجَلَّةُ نِهَادَ

majallatu nabiilin wamajallatu nihaada  
Nabil's Magazine and Nihad's Magazine

نَبِيلٌ يَشْتَرِي مَجَلَّتَهُ كُلَّ أُسْبُوعٍ .

nabiilun yaštarii majallatahu kulla fusbuuſin  
Nabil buys his magazine every week.

وَنِهَادُ تَشْتَرِي مَجَلَّتَهَا كُلَّ أُسْبُوعٍ .

wanihaadu taštarii majallatahaa kulla fusbuuſin  
And Nihad buys her magazine every week.

قَالَ نَبِيلٌ لِوَالِدِهِ :

qaala nabiilun liwaalidihi  
Nabil said to his father,

هَذَا هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي .

haadha huwa l'adadu l'jadiidu min majallatii  
"This is the new issue of my magazine."



وَقَالَتْ نِهَادٌ لِوَالِدِهَا :

waqaalat nihaadu liwaalidihaa  
Nihad said to her father,

هَذِهِ مَجَلَّتِي . اِشْتَرَيْتُهَا هَذَا الصَّبَاحَ .

haaḏihi majallatii ištariytuhaa haaḏa ṣṣabaaha  
"This is my magazine. I bought it this morning."

سَأَلَ سَالِمٌ ابْنَهُ :

saʔala saalimuni bnahu  
Salim asked his son,

هَلْ أَغْجَبَكَ الْعَدَدُ الْجَدِيدُ ؟

hal ʔaʔjabaka lʔadadu ljadiidu  
" Did you like the new issue ? "

أَجَابَ نَبِيلٌ :

ʔajaaba nabiiun  
Nabil answered,

نَعَمْ يَا أَبِي ، أَفْضَلُهُ عَلَى عَدَدِ الْأُسْبُوعِ الْمَاضِي .

naʕam yaa ʔabii ʔafadḏihuhu ʕalaa ʕadadi lʔusbuuʕi lmaadii  
" Yes, father. I prefer it to last week's issue.



هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .

haaḏa lʔadadu xayrun min ḏaalika lʔadadi  
This issue is better than that (last week's) issue."

وَقَالَتْ نِهَادٌ :

waqaalat nihaadu  
Nihad said,

كَانَتْ مَجَلَّتِي لَطِيفَةً ذَلِكَ الْأُسْبُوعَ . وَهِيَ لَطِيفَةٌ أَيْضاً هَذَا الْأُسْبُوعَ .

kaanat majallatii latîifatan ðaalika l'usbuu'a wahiya latîifatun faydan  
haaða l'usbuu'a

"Last week's magazine was nice. This week's magazine is nice, too."

هِيَ لَطِيفَةٌ تِلْكَ الْمَرَّةَ وَهَذِهِ الْمَرَّةَ .

hiya latîifatun tilka imarrata wanaaðini imarrata

"It was nice that time and it is nice this time."

سَأَلَ سَالِمٌ ابْنَتَهُ :

saʔala saalimuni bnatahu

Salim asked his daughter,

مَنْ أَبْطَالُ مَجَلَّتِكَ هَذَا الْأُسْبُوعَ ؟

man fabʔaalu majallaʔiki haaða l'usbuu'a

"What heroes (characters) are in this week's magazine ?"

فَتَحَتْ نِيهَاذُ مَجَلَّتَهَا وَقَالَتْ :

fatahat nihaadu ʔatahaa waqaalat

Nihad opened her magazine and said,

هَذَا بَطْلٌ ، وَهَذَا بَطْلٌ ، وَهَذِهِ بَطْلَةٌ ، هَؤُلَاءِ أَبْطَالُ مَجَلَّتِي .

haaða batalun wahaaða batalun wahaaðihi baʔalatun haʔulaaʔi fabʔaalu  
majallatii

"This is a hero and this is a hero and this is a heroine. These are the heroes of my magazine."

وَسَأَلَ سَالِمٌ ابْنَهُ :

wasʔala saalimuni bnahu

Salim asked his son,

كَمْ قِصَّةً فِي مَجَلَّتِكَ هَذِهِ الْمَرَّةَ ؟

kam qiṣṣatan fi majallatika haaðihi imarrata

"How many stories are there in your magazine this time ?"

فَتَحَ نَبِيلٌ مَجَلَّتَهُ وَقَالَ :

fataha nabiilun majallatahu waqaala  
Nabil opened his magazine and said,

هَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، هَذِهِ قِصَصٌ ثَلَاثٌ .

haaḏihi qissatun wahaaḏihi qissatun wahaaḏihi qissatun haaḏihi qisasun ealaaḥun  
"This is a story and this is a story and this is a story These are three stories."

قَالَ سَالِمٌ :

qaala saalimun  
Salim said,

وَهَلْ أَعْجَبَتْكَ هَذِهِ الْقِصَصُ يَا نَبِيلُ ؟

wahal faʿjabatka haaḏihi lqisasu yaa nabiilu  
"Did you like these stories, Nabil ?"

أَجَابَ نَبِيلٌ :

faaaba nabiilun  
Nabil answered,

نَعَمْ يَا أَبِي . أَفْضَلُهَا عَلَى قِصَصِ الْأُسْبُوعِ الْمَاضِي .

naʿam yaa abii fafaḏḏiluhaa salaa qisasi lpusbuuʿi lmaadii  
"Yes, father. I prefer them to last week's ( stories ).

هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

haaḏihi lqisasu xayrun min tilka lqisasi  
These stories are better than those ( last week's )."

هَؤُلَاءِ الْأَبْطَالُ أَكْثَمُ مِنْ أَوْلَئِكَ الْأَبْطَالِ .

haaʿulaaʾi lʾabtaalu faʿḏamu min ʿulaaʾika lʾabtaali  
These heroes are greater than those ( last week's ) heroes. "

## الملاحظات النحوية

1. haaʕaa هَذَا , haaʕihi هَذِهِ , haaʔulaaʔi هَؤُلَاءِ are demonstrative pronouns denoting what is near the speaker.

- (a) هَذَا بَطْلٌ . هَذَا هُوَ الْعَدَدُ الْجَدِيدُ .  
هَذِهِ بَطْلَةٌ . هَذِهِ مَجَلَّتِي .

haaʕaa هَذَا denotes the masculine singular, human (بطل) or non-human (العدد).  
haaʕihi هَذِهِ denotes the feminine singular, human (بطلة) or non-human (مجلة).  
(مجلة).

- (b) هَؤُلَاءِ أَبْطَالٌ مَجَلَّتِي . هَؤُلَاءِ بَطَلَاتٌ مَجَلَّتِي .

haaʔulaaʔi هَؤُلَاءِ denotes human plurals, either masculine (أبطال) or feminine (بطلات).

- (c) هَذِهِ أَعْدَادُ الْمَجَلَّةِ . هَذِهِ قِصَصٌ ثَلَاثٌ .

haaʕihi هَذِهِ denotes non-human plurals, either masculine (أعداد) or feminine (قصص).

2. ʕaalika ذَلِكَ , tilka تِلْكَ , ʔulaaʔika أُولَئِكَ are demonstrative pronouns denoting what is distant from the speaker.

- (a) ذَلِكَ بَطْلٌ . هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .  
تِلْكَ بَطْلَةٌ . كَانَتْ الْمَجَلَّةُ لَطِيفَةً تِلْكَ الْمَرَّةَ .

ʕaalika ذَلِكَ denotes the masculine singular, either human (بطل) or non-human (عدد).

tilka تِلْكَ denotes the feminine singular, either human (بطلة) or non-human (المرءة).

- (b) هَؤُلَاءِ الْأَبْطَالُ أَكْثَمُ مِنْ أُولَئِكَ الْأَبْطَالِ .  
هَؤُلَاءِ الْبَطَلَاتُ أَكْثَمُ مِنْ أُولَئِكَ الْبَطَلَاتِ .

Pulaa?ika أُولَئِكَ denotes human plurals, either masculine (الابطال) or feminine (البطالات).

- (c) هَذِهِ الْأَعْدَادُ خَيْرٌ مِنْ تِلْكَ الْأَعْدَادِ .  
هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

tilka تِلْكَ denotes non-human plurals, either masculine (الأعداد) or feminine (القصاص).

للبعيد distant	للقريب near	
ذَلِكَ that	هَذَا this	المفرد المذكر masculine singular
تِلْكَ that	هَذِهِ this	المفردة المؤنثة feminine singular
أُولَئِكَ those	هَؤُلَاءِ these	الجمع العاقل plural (human)
تِلْكَ those	هَذِهِ these	الجمع غير العاقل plural (non-human)

## تمارين

## EXERCISES

1. Fill in the blanks with suitable demonstrative pronouns:

- ( أ ) . . . . . هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي .  
 ( ب ) . . . . . مَجَلَّتِي اشْتَرَيْتُهَا . . . . . الصَّبَاحَ .  
 ( ج ) هَذَا الْعَدَدُ خَيْرٌ مِنْ . . . . . الْعَدَدِ .  
 ( د ) هَذِهِ الْقِصَصُ خَيْرٌ مِنْ . . . . . الْقِصَصِ .  
 ( هـ ) . . . . . أَبْطَالَ مَجَلَّتِي .

2. Fill in the blanks with « هَذَا » or « هَذِهِ » :

- ( أ ) الْغُرَابُ يَشْرَبُ مِنْ . . . . . الْقَنَاقَةِ .  
 ( ب ) . . . . . غُرَابٌ ، وَ . . . . . حَمَامَةٌ .  
 ( ج ) . . . . . بَطَّةٌ ، وَ . . . . . وَزَّةٌ .  
 ( د ) . . . . . أَعْمَدَةُ التَّلْبِفُونِ وَالتَّلْغَرَفِ .  
 ( هـ ) . . . . . الْبَيْتُ صَحِيٌّ .

3. Fill in the blanks « ذَلِكَ » or « تِلْكَ » :

- ( أ ) . . . . . الْقَصْرُ جَمِيلٌ .  
 ( ب ) أَغْلِقُوا . . . . . النِّوَافِذَ عِنْدَ النَّوْمِ .  
 ( ج ) . . . . . السُّورُ مُرْتَفِعٌ .  
 ( د ) . . . . . نَافُورَةٌ جَدِيدَةٌ .  
 ( هـ ) هَذِهِ سَاعَةٌ جَدِيدَةٌ وَ . . . . . سَاعَةٌ قَدِيمَةٌ .

4. Fill in the blanks with « ذَلِكَ » or « أُولَئِكَ » :

- ا - تَقِفُ . . . . . الطَّائِرَةُ فِي الْمَطَارِ .  
 ب - . . . . . الْمُسَافِرُونَ يَجْلِسُونَ فِي الطَّائِرَةِ .  
 ج - . . . . . الطَّيَّارُ يَرْكَبُ الطَّائِرَةَ .

5. Replace « هَذَا » by « هَؤُلَاءِ » and make other necessary changes:

- ا - يَسْتَرِيحُ هَذَا الْعَامِلُ .  
 ب - يُلَوِّحُ هَذَا الصَّدِيقُ بِمِنْدِيلِهِ .  
 ج - يُمَثِّلُ هَذَا التِّلْمِيزُ عَلَى الْمَسْرَحِ .

## الدَّرْسُ الرَّابِعُ وَالسُّتُونُ

Paddarsu rraabiisu wassittuuna

Lesson Sixty Four



جَمْعُ الطَّوَابِعِ

jamʕu ʔṭawaabiʕi

Collecting Stamps

نَبِيلٌ وَنِهَادٌ يُحِبَّانِ جَمْعَ الطَّوَابِعِ .

nabiilun wanihaadu yuhibbaani jamʕa ʔṭawaabiʕi

Nabil and Nihad like collecting stamps.

هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَهَذِهِ مَجْمُوعَةُ نِهَادٍ .

haaḏihi majmuuʕatu nabiilin wahaaḏihi majmuuʕatu nihaada

This is Nabil's collection and this is Nihad's collection.

هَاتَانِ مَجْمُوعَتَانِ مِنْ طَوَابِعِ الْبَرِيدِ .

haataani majmuuʕataani min ṭawaabiʕi lbariidi

These are two collections of post stamps.

فَتَحَ نَبِيلٌ مَجْمُوعَتَهُ ، وَقَالَ لِنِهَادٍ :

fataha nabiilun majmuuʕatahu waqaala linihaada

Nabil opened his stamp collection ( stamp album ) and said to Nihad,



هَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْأُرْدُنِّ ،

haaḏihi ṣṣafḥatu liṭawaabiṣi lPurdunni  
 "This page is for Jordanian stamps,

وَهَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْعِرَاقِ .

waḥaaḏihi ṣṣafḥatu liṭawaabiṣi lSiraqqi  
 and this page is for Iraqi stamps.

هَاتَانِ الصَّفْحَتَانِ لِطَوَابِعِ الْأُرْدُنِّ وَالْعِرَاقِ .

haataani ṣṣafḥataani liṭawaabiṣi lPurdunni walSiraqqi  
 These two pages are for Jordanian and Iraqi stamps.

أُنْظِرْنِي إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ .

Ṭunḏurii Ṭilaa haaḏa ṭṭaabaṣi waṬilaa haaḏa ṭṭaabaṣi  
 Look at this stamp and at this stamp.

هَذَانِ طَابِعَانِ تَادِرَانِ ، أَرْسَلَهُمَا صَدِيقَانِ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْعَرَبِيَّيْنِ .

haaḏaani ṭaabaṣaani naadiraani Ṭarsalahumaa ṣadiiqaani min  
 haaḏayni lbaladayni lSarabiyyayni

These are two rare stamps. Two friends from these two Arab countries have sent them.

أَنَا أَتَبَادَلُ الرِّسَائِلَ مَعَ هَذَيْنِ الصَّدِيقَيْنِ .

Ṭanaa Ṭatabaadalū Ṭrasaaṭila maṣa haaḏayni ṣṣadiiqayni  
 I correspond with these two friends.

أَكْتُبُ إِلَيْهِمَا وَيَكْتُبَانِ إِلَيَّ مُنْذُ زَمَنْ طَوِيلٍ .

Ṭaktubu Ṭilayhimaa wayaktubaani Ṭilayya munḏu zamanin ṭawiiin  
 We have been corresponding with each other for a long time.

أُرْسِلُ إِلَيْهِمَا طَوَابِعَ جُمْهُورِيَّةِ مِصْرَ الْعَرَبِيَّةِ وَيُرْسِلَانِ إِلَيَّ  
 طَوَابِعَ الْعِرَاقِ وَالْأُرْدُنِّ .

Ṭursilu Ṭilayhimaa ṭawaabiṣa jāmhuuriyyati misri lSarabiyyati wayursilaani Ṭilayya  
 ṭawaabiṣa lSiraqqi walPurdunni

I send them Egyptian stamps and they send me Jordanian and Iraqi stamps."



قَالَتْ نِهَادُ :

qaalat nihaadu  
Nihad said,

وَأَنَا أَتَبَادَلُ الرِّسَائِلَ وَالطَّوَابِعَ مَعَ صَدِيقَةٍ فِي الْحَبَشَةِ وَصَدِيقَةٍ فِي  
السُّودَانِ .

waʔanaa ʔatabaadaluu rrasaaʔila wattawaabiʔa maʔa sadiiqatin fi lhabaʔati  
wasadiiqatin fi ssuudaani  
"I correspond and exchange stamps with a (girl) friend in Ethiopia and a (girl)  
friend in the Sudan.

أَعْرِفُ هَاتَيْنِ الصَّدِيقَتَيْنِ مِنْذُ زَمَنٍ قَصِيرٍ .

ʔaʔrifu haatayni ssadiiqatayni minḏu zamanin qasiriin  
I have known these two friends for a short time.

فِي مَجْمُوعَتِي طَوَابِعُ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْإِفْرِيْقِيَيْنِ .

fii majmuuʔatii ʔawaabiʔu min haaḏayni lbaladayni lʔifriiqiyyayni  
In my stamp collection there are stamps from these two African countries."

وَفَتَحَتْ نِهَادُ مَجْمُوعَتَهَا وَقَالَتْ :

wafatahat nihaadu majmuuʔatahaa waqaalat  
Nihad opened her stamp collection (stamps album) and said,

أَنْظُرْ إِلَى هَذَا الطَّابِعِ السُّودَانِيِّ ، وَإِلَى هَذَا الطَّابِعِ الْحَبَشِيِّ .

*Pundur pilaa haada ttaabaʿi ssuudaaniyyi wa pilaa haada ttaabaʿi lhabaʿiyyi*  
 " Look at at this Sudanese stamp and at this Ethiopian stamp.

هَذَانِ الطَّابِعَانِ أَحَدَتُ الطَّوَابِعِ فِي مَجْمُوعَتِي .

*haadaani ttaabaʿaani ʔahdaʾu ttawaabiʿi fi majmuuʿatii*  
 These two stamps are the latest in my collection."

الْمَلَحَظَاتُ النَّحْوِيَّةُ

1. هَذَا طَابِعٌ وَهَذَا طَابِعٌ . هَذَانِ طَابِعَانِ .  
 أَنْظُرْ إِلَى هَذَا الطَّابِعِ وَإِلَى هَذَا الطَّابِعِ . أَنْظُرْ إِلَى هَذَيْنِ الطَّابِعَيْنِ .  
 هَذَانِ and هَذَيْنِ are the two dual forms of the masculine singular demonstrative pronoun هَذَا . The use of هَذَانِ or هَذَيْنِ is determined by certain grammatical rules which will be dealt with later on.

Thus: هَذَا + هَذَا = هَذَانِ ( هَذَيْنِ )

2. هَذِهِ مَجْمُوعَةٌ نَبِيلٍ . وَهَذِهِ مَجْمُوعَةٌ زَهَّادٍ . هَاتَانِ مَجْمُوعَتَانِ .  
 أَكْتُبُ إِلَى هَذِهِ الصَّدِيقَةِ ، وَإِلَى هَذِهِ الصَّدِيقَةِ . أَكْتُبُ إِلَى  
 هَاتَيْنِ الصَّدِيقَتَيْنِ .

هَاتَانِ and هَاتَيْنِ are the two dual forms of the feminine singular demonstrative pronoun هَذِهِ . The use of هَاتَانِ or هَاتَيْنِ is also determined by certain grammatical rules which will be dealt with later on.

Thus: هَذِهِ + هَذِهِ = هَاتَانِ ( هَاتَيْنِ )

## EXERCISES

## تمرينات

1. Fill in the blanks with suitable demonstrative pronouns:

- ا - هَذِهِ مَجْمُوعَةٌ نَبِيلٌ ، وَ . . . . . مَجْمُوعَةٌ نِهَادٌ .
- ب - . . . . . الصَّفْحَتَانِ لِطَوَائِعِ الْأُرْدُنِّ وَالْعِرَاقِ .
- ج - . . . . . الطَّابِعَانِ أَخَذْتُ الطَّوَائِعِ فِي مَجْمُوعَتِي .
- د - . . . . . الطَّابِعَانِ تَادِرَانِ .
- ه - أَعْرِفُ . . . . . الصَّدِيقَتَيْنِ .

2. Fill in the blanks with « هَذَانِ » or « هَاتَانِ » :

- ا - . . . . . الزَّهْرَتَانِ مِنَ الزُّجَاجِ .
- ب - . . . . . الْفَلَّاحَانِ يَتَنَاوَلَانِ طَعَامَ الْقَدَاءِ .
- ج - . . . . . الْقَنَاتَانِ تَجْرِيَانِ بَيْنَ حُقُولِ الْقُطْنِ وَالْقَصَبِ .
- د - . . . . . صُورَتَانِ مُلَوَّنَتَانِ .
- ه - . . . . . قَلَمَانِ رَخِصَانِ .
- و - . . . . . جَرِيدَتَانِ : جَرِيدَةُ الصَّبَاحِ وَجَرِيدَةُ الْمَسَاءِ .
- ز - . . . . . الْحَايِطَانِ عَالِيَانِ .

3. Fill in the blanks with « هَذَيْنِ » or « هَاتَيْنِ » :

- ا - هِنْدٌ تَضَعُ الْخُضَرَ فِي . . . . . السُّلْتَيْنِ .
- ب - يَحْمِلُ الْمُسَافِرَانِ . . . . . الْحَقِيبَتَيْنِ .
- ج - فِي . . . . . الصُّنْدُوقَيْنِ أَرْزٌ وَسُكَّرٌ .
- د - قَطَفْتُ وَدَادُ . . . . . الْوَرْدَتَيْنِ .

- هـ - نَبِيلٌ يَضَعُ . . . . . الطَّابِعِينَ فِي مَجْمُوعَتِهِ .  
و - يَقْرَأُ التَّلْمِيزَانِ فِي . . . . . الْكِتَابَيْنِ .

4. Substitute « هَذَا » by « هَذَانِ » and change the rest of each sentence accordingly:

- ا - هَذَا حَيَوَانٌ مُفْتَرَسٌ .  
ب - هَذَا فَلَاحٌ كَسَلَانٌ .  
ج - هَذَا الطَّبَقُ لَدِيدٌ .  
د - هَذَا مُذِيعٌ لِلْأَخْبَارِ .

5. Substitute « هذه » by « هَاتَانِ » and change the rest of each sentence accordingly:

- ا - هَذِهِ رِوَايَةٌ جَمِيلَةٌ .  
ب - هَذِهِ قِصَّةٌ مُصَوَّرَةٌ .  
د - هَذِهِ سَلَةٌ لِلْمُهْمَلَاتِ .  
ج - هَذِهِ الشَّجَرَةُ عَالِيَةٌ .

الدَّرْسُ الْخَامِسُ وَالسُّتُونَ  
ʔaddarsu l-xaamisu wassittuuna  
Lesson Sixty Five



مُجَلِّدُ الْكُتُبِ  
mujallidu l-kutubi  
The Bookbinder

هَذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادٍ .

haaḏihi majallatu nabiilin watilka majallatu nihaada  
This is Nabil's magazine, and that is Nihad's magazine.

قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، وَوَضَعَهَا عَلَى مَكْتَبِهِ .

qaraʔa nabiilun majallatahu wawaḏaʕasahaa ʕalaa maktabihi  
Nabil read his magazine and put it on his desk.

وَقَرَأَتْ نِهَادٌ مَجَلَّتَهَا ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

waqaraʔat nihaadu majallatahaa wawaḏaʕasahaa ʕalaa maktabihaa  
Nihad read her magazine and put it on her desk.

هَذَا مَكْتَبُ نَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادٍ .

haaḏaa maktabu nabiilin waḏaalika maktabu nihaada  
This is Nabil's desk and that is Nihad's desk.

قَالَ الْوَالِدُ لِنَبِيلٍ :

qaala l-waalidu linabiilin  
Nabil's father said to him,

يَا نَبِيلُ ، اِجْمَعِ اَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

yaa nabiilu ?ijmaʿi ʔaʕdaada majallatika fi mujalladaatin

“Put the issues of your magazine together in volumes, Nabil.”

وَقَالَ لِنِهَادَ :

waqaala linihaada

And he said to Nihad,

وَأَنْتِ يَا نِهَادُ ، اِجْمَعِي اَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

waʔanti yaa nihaadu ?ijmaʕii ʔaʕdaada majallatiki fi mujalladaatin

“You too, Nihad, put the issues of your magazine together in volumes.”

قَالَ الْوَالِدُ لِنَبِيلٍ وَنِهَادَ :

qaala lwaalidu, linabiilin wanihaada

He said to Nabil and Nihad,

اِجْمَعَا اَعْدَادَ السَّنَةِ الْوَاحِدَةِ فِي مُجَلَّدٍ وَاحِدٍ .

?ijmaʕaa ʔaʕdaada ʕsanati lwaahidati fi mujalladin waahidin

“Put the issues of each year together in one volume.”

قَالَ نَبِيلُ :

qaala nabiilun

Nabil said,

فَكَّرْتُ فِي هَذَا مِنْ قَبْلُ . سَأَذْهَبُ إِلَى الْمُجَلِّدِ غَدًا .

fakkartu fi haaʕaa min qablu saʔaʕhabu ʔila lmujaallidi gadan

“I have already thought of this. I'll go to the bookbinder tomorrow.”

سَأَلَتْ نِهَادُ :

saʔalat nihaadu

Nihad asked,

أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ يَا نَبِيلُ ؟

ʔayna dukkaanu haaʕa lmujaallidi yaa nabiilu

“Where is this bookbinder's shop, Nabil ?”



أَجَابَ نَبِيلٌ : دُكَّانُهُ فِي شَارِعٍ قَرِيبٍ . ذَهَبْتُ إِلَيْهِ مَرَّةً مَعَ أَحَدِ  
الْأَصْدِقَاءِ .

Ƣajaaba nabiilun dukkaanuhu fii šaarišin qariibin ōahabtu Ƣilayhi marratan maša  
Ƣahadi lƢašdiqaaƢi

Nabil answered, "It's in a nearby street. I have been there once with one of  
my friends."

قَالَتْ نِهَادٌ : سَأَذْهَبُ إِلَيْهِ مَعَكَ .

qaalat nihaadu saʔaḏhabu Ƣilayhi mašaka

Nihad said, "I'll go to it with you."

وَفِي صَبَاحِ الْعَدِ جَمَعَ نَبِيلٌ وَنِهَادٌ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ ،

wafii šabaahi lḡadi jamaša nabiilun wanihaadu Ƣašdaada šsanati lmaāḏiyati

Next morning Nabil and Nihad collected last year's issues,

وَذَهَبَا إِلَى دُكَّانِ ذَلِكَ الْمُجَلِّدِ .

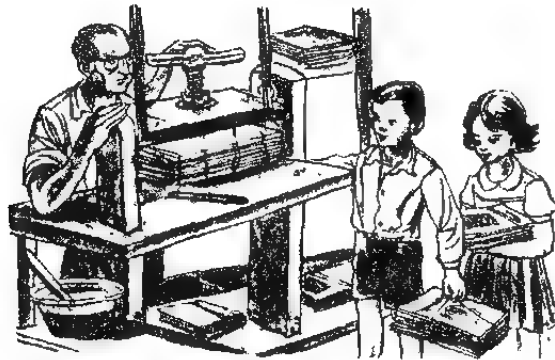
waḏahabaa Ƣilaa dukkaani ōaalika lmujallidi

and went to that bookbinder's shop.

نَبِيلٌ وَنِهَادٌ : السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ .

nabiilun wanihaadu Ƣassalaamu šalaykum warahmatu llaahi

Nabil and Nihad, "May peace and God's mercy be upon you."



الْمُجَلِّدُ : وَعَلَيْكُمَا السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ .

Ƣalmujallidu wašalaykuma šsalaamu warahmatu llaahi wabarakaatuhu

The bookbinder, "May peace and God's mercy and blessings be upon you,too."

نَبِيلٌ : نَحِبُ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

nabiilun nuhibbu tajliida haatayni Imajmuusatayni

Nabil: " We would like to have these two collections bound."

الْمُجَلَّدُ : عِنْدِي نَوْعَانِ مِنَ التَّجْلِيدِ . النَّوعُ الْأَوَّلُ تَجْلِيدٌ بِالْقُمَاشِ وَحْدَهُ .

Palmujallidu Sindii nawsaani mina Itajliidi Pannawsu laawwalu tajliidun bilqumaaʃi waḥdah

The bookbinder: "I have two kinds of binding. One kind is done with cloth alone."

نِهَادُ : وَالنَّوعُ الثَّانِي ؟

nihaadu wannawsu ʿaani

Nihad: " And the other kind ? "

الْمُجَلَّدُ : تَجْلِيدٌ بِالْقُمَاشِ مَعَ كَعْبٍ مِنَ الْجِلْدِ .

Palmujallidu tajliidun bilqumaaʃi maʃa kaʃbin mina ljlidi

The bookbinder: "It's ( a kind of ) binding done with cloth and a leather back ( it's a half-leather binding )."

نَبِيلٌ : أَخْتَارُ النَّوعَ الثَّانِي .

nabiilun Paxtaaru nnawsa ʿaaniya

Nabil: " I choose the latter ( kind )."

نِهَادُ : وَأَنَا كَذَلِكَ .

nihaadu waʔanaa kaʔaalika

Nihad: " I do, too."

الْمُجَلَّدُ : يَتَبَقَّى اخْتِيَارُ اللَّوْنِ .

Palmujallidu yatabaqqaa ʔtiyaaru llawni

The bookbinder: " There remains choosing the colour."

نَبِيلٌ : أَخْتَارُ اللَّوْنَ الْأَزْرَقَ .

nabiilun Paxtaaru llawna lʔazraqa

Nabil: " I choose the blue colour."

نِهَادُ : وَأَنَا أَخْتَارُ اللَّوْنَ الْأَخْضَرَ .

nihaadu waʔanaa Paxtaaru llawna lʔaxɖara

Nihad: " And I choose the green colour."

الْمُجَلَّدُ : عُودًا بَعْدَ أَمْسٍ لَاسْتِلَامِ الْمَجْلَدَيْنِ .

Palmujallidu Suudaa baʃda ʔusbuuʃin listilaami Imujalladayni

The bookbinder: " Come back next week to collect the two volumes."

1. We have known five kinds of definite nouns. They are : proper nouns, noun defined by Pal, pronouns, relative and demonstrative pronouns.  
To these, this lesson adds the construct, the genitive of which is any of these five kinds of definite nouns.

Note that the construct « الْمُضَافُ » is the noun preceding the genitive « الْمُضَافُ إِلَيْهِ ».

2. هَذِهِ مَجْلَّةٌ نَبِيلٌ ، وَتِلْكَ مَجْلَّةٌ نِهَادٌ .

The word « مَجْلَّةٌ » is definite because its genitive is the proper noun « نَبِيلٌ » in the first sentence, and the proper noun « نِهَادٌ » in the second.

Another example:

هَذَا مَكْتَبٌ نَبِيلٌ ، وَذَلِكَ مَكْتَبٌ نِهَادٌ .

3. قَرَأَ نَبِيلٌ مَجْلَّتُهُ ، قَرَأَتْ نِهَادٌ مَجْلَّتُهَا .

The word « مَجْلَّةٌ » is definite because its genitive is the pronoun « هُ » in the first sentence and the pronoun « هَا » in the second.

Another example:

وَضَعَهَا عَلَى مَكْتَبِهِ ، وَوَضَعْتُهَا عَلَى مَكْتَبِهَا .

4. جَمَعَ نَبِيلٌ وَنِهَادٌ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ

The word « أَعْدَادَ » is definite because its genitive is a noun defined by « السَّنَةِ », namely « السَّنَةِ ».

Another example:

فِي صَبَاحِ الْقَدِّ .

5. أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ ؟

The word « دُكَّانُ » is definite because its genitive is the demonstrative pronoun « هَذَا » .

Another example:

نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

6. السَّاعَةُ جَائِزَةُ الَّذِي يَفُوزُ فِي السَّبَاقِ .

Passaaʕatu jaaʕizatu llaḥii yafuuzu fi ssibaaqi  
The watch is the prize of that who wins the race.

The word « جَائِزَةُ » is definite because its genitive is the relative pronoun « الَّذِي »

Another example:

النَّجَاحُ عَاقِبَةُ الَّذِينَ يَجْتَهِدُونَ .

ʔannajaahu ʕaaqibatu llaḥiina yajtahiduuna  
Success is the reward of those who work hard.

1. Fill in the blanks with suitable constructs:

- ( أ ) اِجْمَعْ أَعْدَادَ . . . لك فِي مُجَلَّدَاتٍ .  
 ( ب ) اِجْمَعَا . . . السَّنَةَ الْوَاحِدَةَ فِي مُجَلَّدٍ وَاحِدٍ .  
 ( ج ) ذَهَبَا إِلَى . . . ذَلِكَ الْمُجَلَّدِ .  
 ( د ) السَّلَامُ عَلَيْكُمْ وَ . . . الله .

2. Underline the constructs, the genitives of which are definite nouns:

- ( أ ) أُسْرَةُ سَلِيمٍ فِي حُجْرَةِ الْجُلُوسِ . ( ب ) طَعَامُ هَذَا الْمَطْعَمِ لَذِيذٌ .  
 ( ج ) أَنَا أُرِيدُ رُؤْيَا الْحَيَوَانَاتِ . ( د ) مُحَرِّكُ الطَّائِرَةِ يَدُورُ .  
 ( هـ ) جِسْمُكَ سَلِيمٌ وَقَلْبُكَ قَوِيٌّ . ( و ) أَشْجَارُ هَذِهِ الْحَدِيقَةِ مُثْمِرَةٌ .

3. Complete each of the following sentences with a suitable definite noun:

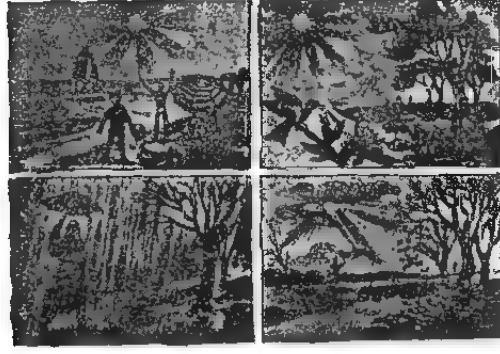
- ( أ ) الْأُسْرَةُ وَاقِفَةٌ فِي ظِلِّ . . . . .  
 ( ب ) أَبِي طَبِيبٌ ، دَخَلْتُ كَلْبَةً . . . . .  
 ( ج ) نَبِيلٌ صَدِيقُنَا ، نَحْنُ أَصْدِقَاءُ . . . . .  
 ( د ) نِظَامٌ . . . . . الْمَائِدَةِ بَدِيعٌ .  
 ( هـ ) هَذَا بَيْتُنَا ، أَيْنَ . . . . . ؟

4. Indicate the kind of each definite noun in the following sentences:

- ( أ ) أَذُنُ الْمُؤَذِّنِ : اللهُ أَكْبَرُ . . اللهُ أَكْبَرُ . تَوْضُأٌ مَحْمُودٌ .  
 صَلَّى الْفَجْرَ .  
 ( ب ) فِي شَارِعِنَا صَيْدَلِيَّةٌ . الصَّيْدَلِيُّ يَبِيعُ اللُّوَاءَ .  
 ( ج ) أَنَا أَحِبُّ هَذِهِ الْأَقْلَامَ وَتِلْكَ الصُّورَ .  
 ( د ) أَنْتُمْ تَلَامِيذُ مُؤَدَّبُونَ .  
 ( هـ ) مَحْمُودٌ يَقْرَأُ الْخِطَابَ الَّذِي كَتَبَهُ نَبِيلٌ .

## الدَّرْسُ السَّادِسُ وَالسُّتُونَ

Paddarsu ssaadisū wassittuuna  
Lesson Sixty Six



### فُصُولُ السَّنَةِ

fusuulu ssanati  
The Seasons of the Year

السَّنَةُ أَرْبَعَةُ فُصُولٍ .

ʔassanatu ʔarbaʔtu fusuulin  
There are four seasons in a year.

هِيَ الرَّبِيعُ وَالصَّيْفُ وَالْخَرِيفُ وَالشِّتَاءُ .

hiya rrabiisu waṣṣayfu walḥariifu waṣṣitaaru  
They are spring, summer, autumn and winter.

الرَّبِيعُ جَمِيلٌ .

ʔarrabiiṣu jamiilun  
Spring is beautiful.

الشَّمْسُ سَاطِعَةٌ ،

ʔaṣṣamsu saatiṣatun  
The sun shines brightly.

وَالْأَشْجَارُ مُورِقَةٌ ، وَالْأَزْهَارُ مُتَفَتِّحَةٌ ،

walʔaṣjaaru muuriqatun walʔazhaaru mutafattiḥatun  
The trees have new leaves and the flowers are blossoming.

وَالطُّيُورُ مُغَرِّدَةٌ .

watṭuyuuuru magarridatun  
The birds singing



وَالنَّاسُ فَرِحُونَ بِقُدُومِ الرَّبِيعِ .

wannaasu farihuuna biquduumu rrabiiṣi  
The people are happy because spring has come.

الصَّيْفُ ثَانِي فُصُولِ السَّنَةِ .

Ṣaṣṣayfu ṯaanii fuṣuulī ṣṣanati  
Summer is the second season of the year.

فَوَاكِهُ كَثِيرَةٌ وَهَرَّةٌ شَدِيدٌ .

fawaakihuhu kaṯīratun waharruhu ṣṣadiidun  
Its fruits are plentiful and it is very hot.



بَعْضُ النَّاسِ يَهْرُبُونَ مِنَ الْحَرِّ وَيَذْهَبُونَ

إِلَى سَاحِلِ الْبَحْرِ .

baʿḍu nnaasi yahrubuuna min alḥarri  
wayaḍḥabuuna ṭilaa saahilī lbahri  
Some people run away from the hot weather  
and go to the seaside.

يَأْتِي الْخَرِيفُ بَعْدَ الصَّيْفِ فَتَسْقُطُ

أَوْرَاقُ الْأَشْجَارِ .

yaṭī lḥarīfu baʿda ṣṣayfi fatasquṭu  
ṭawraaqu lṭaṣṣjaari  
Autumn comes after summer and the leaves of  
trees fall.

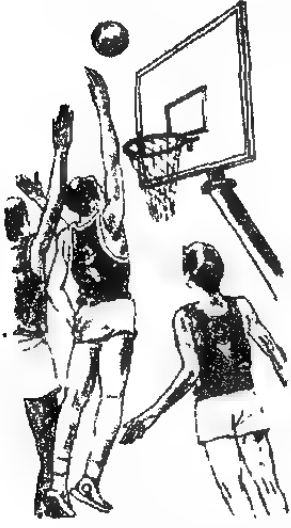
وَيَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ . ثُمَّ يَأْتِي الشِّتَاءُ ، وَيَشْتَدُّ الْبَرْدُ ،

وَيَسْقُطُ الْمَطَرُ .

wayamiilu ljawwu ṭila lburuudati ṯumma yaṭī ṣṣṭīaaṭu wayaṣṭaddu lbardu  
wayasquṭu lmaṭaru

The weather tends to be cool. Then winter comes and it gets very cold and  
rain falls.

وَيَنْشَطُ النَّاسُ فِي أَعْمَالِهِمْ ، وَيُمَارِسُ بَعْضُهُمْ رِيَاضَاتٍ مُخْتَلِفَةً .



wayanṣaṭu nnaasu fii ʔaʕmaalihim wayumaarisu  
baʕḍuhum riyadaatin muṭtalifatan  
People work harder and some of them play  
various sports.

فُصُولُ السَّنَةِ مُخْتَلِفَةٌ ، وَلِكُلِّ مِنْهَا فَائِدَةٌ

fusuulu ssanati muṭtalifatun walikullin minhaa  
faaʔidatun

The seasons of the year are not alike and each  
has its own benefits.



1. الرَّبِيعُ جَمِيلٌ . الشَّمْسُ ساطِعَةٌ . الأشجارُ مُورِقَةٌ .

Note that each of these sentences begins with a noun. Such a sentence is called a *nominal sentence*.

2. يَأْتِي الشَّتَاءُ . يَشْتَدُّ البَرْدُ . يَسْقُطُ المَطَرُ .

Note that each of these sentences begins with a verb. Such a sentence is called a *verbal sentence*.

3. A sentence, be it *nominal* or *verbal*, consists of two basic parts. A nominal sentence consists of a subject and a predicate. For example, the sentence « الرَّبِيعُ جَمِيلٌ » consists of the subject « الرَّبِيعُ » and the predicate « جَمِيلٌ ».

Thus a subject and a predicate constitute a nominal sentence.

A verbal sentence consists of a verb and a noun functioning as subject. For example, the sentence « يَأْتِي الشَّتَاءُ » consists of the verb « يَأْتِي » and its subject « الشَّتَاءُ ».

Thus a verb and a subject constitute a verbal sentence.

## تمرينات

## EXERCISES

1. Indicate the nominal and verbal sentences in the following:

- ( أ ) الطَّيُّورُ مُغَرَّدَةٌ .  
 ( ب ) يَمِيلُ الْجُوُّ إِلَى الْبُرُودَةِ .  
 ( ج ) الْأَزْهَارُ مُتَفَتِّحَةٌ .  
 ( د ) تَسْقُطُ أَوْرَاقُ الْأَشْجَارِ .  
 ( هـ ) يَنْشَطُ النَّاسُ فِي أَعْمَالِهِمْ .

2. Fill in the blanks with suitable predicates:

- ( أ ) الشَّمْسُ . . . . .  
 ( ب ) الصَّيْفُ . . . . . الْفُصُولِ .  
 ( ج ) الرَّبِيعُ . . . . .  
 ( د ) السَّنَةُ . . . . . فُصُولِ .  
 ( هـ ) فُصُولُ السَّنَةِ . . . . .

3. Complete the following verbal sentences by putting suitable subjects in the blanks :

- ( أ ) يَأْتِي . . . . . بَعْدَ الصَّيْفِ .  
 ( ب ) يَمِيلُ . . . . . إِلَى الْبُرُودَةِ .  
 ( ج ) يَذْهَبُ . . . . . إِلَى سَاحِلِ الْبَحْرِ .  
 ( د ) تَسْقُطُ . . . . . فِي الشِّتَاءِ .

4. أَصْفَرُ - سَيِّئَةٌ - سَاخِنٌ - نَازِلَةٌ - مَرِيضٌ

Insert each of these nouns in its proper place in the following nominal sentences ( this is to be done with reference to Lesson 33 ).

- ( أ ) نَبِيلٌ . . . . . وَجْهُهُ . . . . . وَجْسَمُهُ . . . . . وَحَالَتُهُ . . . . .  
 ( ب ) وَالِدَةُ نَبِيلٍ تَبْكِي ، دُمُوعُهَا . . . . .

كَلَّمَ - رَفَعَ - فَتَحَ - عَرَفَ - دَوَّرَ

5. Put each of these verbs in its proper place in the following verbal sentences  
(this is to be done with reference to Lesson 42).

- (أ) . . . . . أَشْرَفُ دَلِيلَ التَّلِيْفُونِ .  
 (ب) . . . . . أَشْرَفُ رَفَمَ صَدِيقِهِ .  
 (ج) . . . . . السَّمَاعَةَ ، وَ . . . . . الْقُرْصَ .  
 (د) . . . . . أَشْرَفُ صَدِيقَهُ .



## GLOSSARY

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
13	Ahmad	أَحْمَدُ	ا	52	monuments	آثَارُ	ا
28	red (masc. sing.)	أَحْمَرُ		55	its monuments	آثَارُهَا	
92	I choose	أَخْتَارُ		47	arts (college of)	آدَابُ	
20	she took	أَخَذَتْ		76	heroes	أَبْطَالُ	
9	more (once more)	أُخْرَى		76	his daughter	ابْنَتُهُ	
28	green (masc. sing.)	أَخْضَرُ		75	his son	ابْنُهُ	
68	last (the last...)	أَخِيرُ		83	I correspond	أَتَبَادَلُ	
61	she acted	أَدَّتْ		10	he has finished	أَتَمَّ	
67	parts	أَدْوَارُ		15	a bus	أَتُوبَيْسُ	
60	he acted	أَدَّى		75	he answered	أَجَابَ	
9	I hope	أَرْجُو		60	for (the sake of)	(مِنْ) أَجْلِ	
83	Jordan	الأُرْدُنُّ		90	put together (masc. sing.)	إِجْمَعُ	
83	I send	أَرْسِلُ		90	put together (dual)	اجْمَعَا	
83	they (two) were sent	أُرْسِلَهُمَا		90	put together (fem. sing.)	اجْمَعِي	
38	I have (not) seen it	(لَمْ) أَرَهَا		62	talks	أَحَادِيثُ	
92	blue (masc. sing.)	أَزْرَقُ		91	one (of the friends)	أَحَدُ (الأَصْدِقَاءِ)	
47	Al - Azhar	الأَزْهَرُ		85	the latest	أَحَدَثُ	
46	I ask him	أَسْأَلُهُ		35	he scored	أَحْرَزَ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
84	African (dual - genitive)	إفْرِيقِيَّيْنِ		40	they (fem. dual) had a rest	اِسْتَرَاَحَتْ	
75	I prefer it (to)	أَفْضَلُهُ		92	to collect	اِسْتَلَامُ	
77	I prefer them (to)	أَفْضَلُهَا		4	I listen	اَسْتَمِعُ	
35	they got away from	اَفْلَتَ		3	she listened	اِسْتَمَعَتْ	
46	he has come	اَقْبَلَ		47	Alexandria	اَلْاِسْكََنْدَرِيَّةُ	
47	economics (college of)	اِقْتِصَادُ		48	Assiut	اَسْيُوطُ	
47	departments	اَقْسَامُ		75	I bought it	اِشْتَرَيْتُهَا	
83	I correspond (write)	اَكْتُبُ		53	smaller (masc. sing.)	اَضْفَرُ	
60	he turned to	اِلْتَفَتَ		77	you liked (them)	اَعْجَبْتَنِكَ	
67	who (fem. sing.)	اَلَّتِي		68	I liked (them)	اَعْجَبْتَنِي	
67	who (masc. sing.)	اَلَّذِي		68	you liked ...	اَعْجَبَكَ	
67	who (masc. plural)	اَلَّذِينَ		8	pronounce again	اَعِدْ	
67	who(fem. plural)	اَللَّاتِي		90	issues (of a magazine)	اَعْدَادُ	
68	who (fem. dual)	اَللَّتَانِ		84	I know	اَعْرِفُ	
68	who(masc. dual)	اَللَّذَانِ		77	greater	اَعْظَمُ	
83	to them (masc. dual)	اِلَيْهِمَا		98	their work	اَعْمَالُهُمْ	
83	to me	اِلَيَّ		58	I work	اَعْمَلُ	
28	in front of them	اَمَامَهَا		62	the songs	اَلْاَغَانِي	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
20	a seller	بَائِعٌ	ب	66	were occupied (the seats)	اِمْتَلَأَتْ	
39	Bab El-Louk	بَابُ اللُّوْقِ		29	security	أَمْنٌ	
52	Pakistan	بَاكِسْتَانُ		60	you(masc. plural)	أَنْتُمْ	
97	a sea	بَحْرٌ		59	you (masc. dual)	أَنْتُمَا	
16	motor (boat)	بُخَارِيٌّ		60	you (fem. plural)	أَنْتُنَّ	
60	he did (his best)	بَدَلَ		3	came to an end ( the lesson )	اِنْتَهَى	
61	skill	بِرَاعَةٌ		48	parts (of the world)	أَنْحَاءُ	
91	His blessings	بَرَكَاتُهُ		28	is off (the light)	اِنْطَفَأَ	
21	programme	بِرْنَامَجٌ		67	went off ( the lights)	اِنْطَفَأَتْ	
97	coolness	بُرُودَةٌ		9	pronounce(masc. sing.)	اِنْطَقَ	
67	hero	بَطْلٌ		10	pronounce (fem. sing.)	اِنْطَقِي	
67	heroine	بَطْلَةٌ		67	lights	أَنْوَارٌ	
51	a study mission	بَعْثَةٌ		97	leaves (of trees)	أَوْزَاقٌ	
77	some of them (masc. plural)	بَعْضُهُمْ		53	middle	أَوْسَطُ	
48	countries	بِلَادٌ		35	first	أَوَّلُ	
55	your country	بِلَادُكُمْ		77	those	أُولَئِكَ	
52	his country	بِلَادُهُ		9	too ( also )	أَيْضًا	
83	two countries (dual - genitive)	بِلَدَيْنِ		35	right ( the right wing)	أَيْمَنُ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
27	(the family) sightsees	تُشَاهِدُ		53	he built it (it was built by)	بَنَاهُ	
61	applause	تَصْفِيْقٌ		52	with them (dual)	بِهِمَا	
61	she cooks	تَطْبُخُ		47	veterinary (medicine)	بَيْطَرِي	
35	drew (the two teams)	تَعَادَلَ		54	its history	تَارِيخُهُ	ت
40	we are tired	تَعَبْنَا		4	you learn (masc. sing.)	تَتَعَلَّمُ	
8	learn (imperative)	تَعَلَّمْ		47	commerce (college of)	تِجَارَةٌ	
10	he has learnt	تَعَلَّمَ		92	book binding	تَجْلِيدٌ	
61	she works	تَعْمَلُ		9	you (pronounce) well	تُحَسِّنُ (النُّطْقَ)	
61	she washes	تَغْسِلُ		35	it became enthusiastic	تَحَمَّسَ	
3	he went on	تَقَدَّمَ		39	you go (masc. sing.)	تَذْهَبُ	
54	(the Sphinx) talked	تَكَلَّمَ		15	a tram	تِرَامٌ	
61	she sweeps	تَكْنِسُ		38	you see it	تَرَاهَا	
76	that (fem. sing.)	تِلْكَ		48	(our universities) welcome	تُرْحَبُ	
21	television	تِلِفِزْيُونٌ		60	you (masc. pl.) deserve	تَسْتَحِقُّونَ	
40	statues	تَمَاثِيلُ		59	you (two) are resting	تَسْتَرِيحَانِ	
53	a statue	تِمْنَالٌ		2	she listens	تَسْمِعُ	
4	exercises	تَمْرِينَاتٌ		97	(the leaves) fall	تَسْقُطُ	
28	they are running along	تَمْضِي		15	(the car) runs	تَسِيرُ	



Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
83	The Arab Republic of Egypt	جمهورية مصر العربية	ث	35	it passed ( the ball )	تَنَاقَلَ	ج
47	our Republic	جُمْهُورِيَّتُنَا		2	she pronounces	تَنْطِقُ	
35	a wing	جَنَاحٌ		61	congratulation	تَهْنِئَةٌ	
34	two wings	جَنَاحَانِ		45	secondary (fem. sing.)	ثَانَوِيَّةٌ	
60	his best	جُهْدُهُ		39	dry (masc. sing.)	جَافٌ	
21	weather ( bulletin )	(نَشْرَةٌ) جَوِيَّةٌ		45	a university	جَامِعَةٌ	
52	Guiza	الْجِيزَةُ		47	universities	جَامِعَاتُ	
51	Hatem	حَاتِمٌ		34	its side	جَانِبُهُ	
34	a (goal) keeper	حَارِثٌ		61	worthy of ( fem. pl.)	جَاهِلِرَاتُ	
2	it is time for...	حَانَ		92	leather	جِلْدٌ	
84	Ethiopia	الْحَبَشَةُ	ح	66	they (two) sat	جَلَسَا	ج
85	Ethiopian	حَبَشِيٌّ		29	groups (of pedestrians)	جَمَاعَاتُ	
39	its gardens	حَدَائِقُهَا		29	a group	جَمَاعَةٌ	
41	iron	حَدِيدٌ		82	collecting	جَمَعَ	
40	a garden	حَدِيقَةٌ		91	he collected	جَمَعَ	
97	its heat	حَرُّهُ		3	sentences	جُمْلٌ	
				2	a sentence	جُمْلَةٌ	
				20	a republic	جُمْهُورِيَّةٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
45	education ( study )	دِرَاسَةٌ		15	a horse	حَصَانٌ	
51	his education	دِرَاسَتُهُ		21	our luck	حَظُّنَا	
51	a study ( mission )	(بَعْنَةٌ) دِرَاسِيَّةٌ		47	law (College of)	حُقُوقٌ	
91	his shop	دُكَّانُهُ		34	a referee	حَكَمٌ	
67	a part (in a play)	دَوْرٌ		38	Helwan	حُلْوَانٌ	
60	his part	دَوْرُهُ		33	around	حَوْلَ	
61	her part	دَوْرُهَا		28	when	حِينَ	
75	that (masc. sing.)	ذَلِكَ	ذ	51	abroad	(إِلَى) الْخَارِجِ	خ
91	they (two) went	ذَهَبَا		96	autumn	خَرِيفٌ	
91	I went	ذَهَبْتُ		9	incorrect	خَطَاٌ	
40	they (masc.) went	ذَهَبُوا		29	khafirs	خُفَرَاءُ	
3	he revised	رَاجَعَ	ر	53	Chefren	خَفْرَعٌ	
4	I revised	رَاجَعْتُ		29	khafir	خَفِيرٌ	
8	we revised it	رَاجَعْنَاهُ		53	Khufu (Cheops)	خُوفُو	
54	a head	رَأْسٌ		75	better	خَيْرٌ	
54	its head	رَأْسُهُ		33	(the two teams) ran around	دَارَ	د
96	spring	رَبِيعٌ		21	warm	دَافِئٌ	
67	men	رِجَالٌ		13	a bicycle	دِرَاجَةٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
22	pleasant (fem. sing.)	سَارَةٌ	س	41	they returned	رَجَعُوا	ر
21	is shining brightly	سَاطِعَةٌ		22	he answered	رَدَّ	
29	(they) maintain (security)	سَاهَرُونَ (عَلَى الْأَمْنِ)		83	letters	رَسَائِلُ	
29	pedestrians (nominative)	سَاطِرُونَ		52	he wished	رَغِبَ	
28	pedestrians (genitive)	سَاطِرِينَ		39	(the friends) took (the train)	رَكِبَ	
54	you will see	سَتَرَى		15	it took (a carriage)	رَكِبَتْ	
14	you will visit	سَتَزُورُ		41	they took (the train)	رَكَبُوا	
15	express (train)	سَرِيعٌ		98	sports	رِيَاضَاتُ	
21	lucky (masc. sing.)	سَعِيدٌ		21	a sport	رِيَاضَةٌ	
62	happy (fem. sing.)	سَعِيدَةٌ		83	time	زَمَنٌ	ز
53	Sakkarah	سَقَّارَةٌ		01	a husband	زَوْجٌ	
9	I have heard it	سَمِعْتُهُ		53	Zoser	زُوسَرُ	
8	we have listened to...	سَمِعْنَا		14	a visit	زِيَارَةٌ	
39	Samirah	سَمِيرَةٌ	س	39	I will bring	سَأُخْضِرُ	س
52	we are going to see	سَنَرَى		97	coast (seaside)	سَاحِلٌ	
84	The Sudan	السُّودَانُ		46	I will go	سَأَذْهَبُ	
85	Sudanese	سُودَانِيٌّ		52	(the car) took (them)	سَارَتْ (بِهِمَا)	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
20	a newspaper	صَحِيفَةٌ	ص	29	cars	سَيَّارَاتُ	
39	friends (masc. dual)	صَدِيقَانِ		40	walking	مَسِيرٌ	
39	friends (fem. dual)	صَدِيقَتَانِ		67	he is going to see it	سَيُشَاهِدُهَا	
84	friends (fem. dual-genitive case)	صَدِيقَتَيْنِ		16	bank (of river)	شَاطِئٌ	ش
51	my friend	صَدِيقِي		16	he saw	شَاهَدَ	
83	friends (masc. dual-genitive case)	صَدِيقَيْنِ		39	they saw (masc.)	شَاهَدُوا	
28	a whistle	صَفَّارَةٌ		96	winter	شِتَاءٌ	
28	his whistle	صَفَّارَتُهُ		35	hard (adverb)	(بِ) شِدَّةٍ	
83	a page	صَفْحَةٌ		16	a sail (boat)	(قَارِبٌ)	
83	two pages	صَفْحَتَانِ				شِرَاعِي	
34	he whistled	صَفَّرَ		3	he explained	شَرَحَ	
34	he applauded	صَفَّقَ		27	policemen	شُرَطَةٌ	
41	steel	صُلْبٌ		27	a policeman	شُرْطِيٌّ	
47	pharmacology (college of)	صَيْدَلَةٌ		15	streets	شَوَارِعُ	
96	summer	صَيْفٌ		39	its streets	شَوَارِعُهَا	
83	stamps (masc. dual-nominative)	طَابَعَانِ	ط	35	a halftime	شَوُطٌ	
59	a woman doctor	طَبِيبَةٌ		21	clear (fem. sing.)	صَافِيَةٌ	ص
28	a way	طَارِيقٌ		19	newspapers	صُحُفٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
83	Arab (masc. dual - genitive)	عَرَبَيْنِ	ظ	28	their way	طَرِيقُهَا	ظ
51	he knew	عَرَفَ		48	students	طَلَبَةُ	
22	you (masc. pl.) have known	عَرَفْتُمْ		82	stamps	طَوَائِعُ	
40	afternoon	عَصْرٌ		61	all (day) long	طُولَ (النَّهَارِ)	
48	great (masc. sing.)	عَظِيمٌ		40	shady	ظَلِيلَةٌ	
47	science (College of)	عُلُومٌ		68	appeared (fem. dual)	ظَهَرَتَا	
91	upon you (dual)	عَلَيْكُمَا		34	backs (masc. dual nominative)	ظَهِيرَانِ	
41	work	عَمَلٌ		35	backs (masc. dual - genitive)	ظَهِيرَيْنِ	
28	when	عِنْدَمَا		48	world	عَالَمٌ	ع
92	come back (dual)	عُودَا		40	women workers	عَامِلَاتٌ	
52	his return	عَوْدَتُهُ		29	crossed	عَبَرَتْ	
40	springs	عَيْنُونٌ		28	crossing	عُبُورٌ	
47	Ein Shams	عَيْنُ شَمْسٍ		54	strange (masc. sing.)	عَجِيبٌ	
91	tomorrow (next morning)	أَلْغَدُ	غ	74	an issue (of a magazine)	عَدَدٌ	
48	tomorrow (in the future)	غَدًا		83	Iraq	الْعِرَاقُ	
1	Fatimah	فَاطِمَةُ	ف	28	carriages	عَرَبَاتٌ	
98	a benefit	فَائِدَةٌ		14	a carriage	عَرَبَةٌ	
76	she opened	فَتَحَتْ		4	Arabic (Language)	عَرَبِيَّةٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
68	were (masc. dual)	كَانَا	ك	22	he was pleased	فَرِحَ	
1	his book	كِتَابُهُ		97	happy (masc. pl.-nominative)	فَرِحُونَ	
1	her book	كِتَابُهَا		34	a team	فَرِيقٌ	
4	I have written	كَتَبْتُ		33	teams (masc. dual-nominative)	فَرِيقَانِ	
8	we (two) have written	كَتَبْنَا		34	teams (masc. dual - genitive)	فَرِيقَيْنِ	
46	many (fem.)	كَثِيرَةٌ		27	big (masc. sing.)	فَسِيحٌ	
92	back (of a book)	كَتَبٌ		68	an act	فَضْلٌ	
8	words	كَلِمَاتٌ		96	seasons	فُصُولٌ	
2	a word	كَلِمَةٌ		90	I have thought	فَكَّرْتُ	
46	colleges	كُلِّيَّاتٌ		97	its fruits	فَوَاكِهُ	
46	a college	كُلِيَّةٌ					
76	nice (fem. sing.)	لَطِيفَةٌ	ل	67	a hall	قَاعَةٌ	ق
62	playing	لَعِبٌ		90	already	(مِنْ) قَبْلُ	
4	a language	لُغَةٌ		33	a foot	قَدَمٌ	
35	but	لَكِنْ		97	the coming (of spring)	قُدُومُ (الرَّبِيعِ)	
92	a colour	لَوْنٌ		10	reading	قِرَاءَةٌ	
				3	she read	قَرَأَتْ	
1	Maged	مَاجِدٌ	م	54	he told	قَصَّ	
75	last (adjective)	أَلْمَاضِي		92	cloth	قُمَاشٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
90	volumes	مُجَلَّدَاتٌ		91	last (fem. sing.)	مَاضِيَةٌ	
92	volumes ( masc. dual - genitive )	مُجَلَّدَيْنِ		40	skilful (masc. pl. nominative)	مَاهِرُونَ	
82	a collection	مَجْمُوعَةٌ		33	a match (game)	مُبَارَاةٌ	
82	collections ( fem. dual - nominative )	مَجْمُوعَتَانِ		39	its buildings	مَبَانِيهَا	
82	his collection	مَجْمُوعَتُهُ		66	next to each other (masc. dual - genitive)	مُتَجَاوِرَيْنِ	
84	her collection	مَجْمُوعَتُهَا		83	united (fem.- sing.)	مُتَّحِدَةٌ	
84	my collection	مَجْمُوعَتِي		15	metro	مِثْرُو	
92	collections ( fem. dual - genitive )	مَجْمُوعَتَيْنِ		41	pleasure	مُتَعَةٌ	
47	various ( fem. )	مُخْتَلَفَةٌ		96	blossoming ( fem. )	مُتَفَتِّحَةٌ	
61	a director	مُخْرِجٌ		66	spectators (masc. pl. - genitive )	مُتَفَرِّجِينَ	
52	a while	مُدَّةٌ		74	a magazine	مَجَلَّةٌ	
53	step (pyramid)	مُدرَجٌ ( هَرَمٌ )		76	your (masc. sing.) magazine	مَجَلَّتُكَ	
29	cities ~	مُدُنٌ		76	your (fem. sing.) magazine	مَجَلَّتُكِ	
9	once	مَرَّةٌ		74	his magazine	مَجَلَّتُهُ	
40	observatory	مُرَصَّدٌ		74	her magazine	مَجَلَّتُهَا	
34	the goal	الْمَرْمَى		74	my magazine	مَجَلَّتِي	
34	his goal	مَرْمَاهُ		90	a volume	مُجَلَّدٌ	
27	traffic	مُرُورٌ		89	a (book) binder	مُجَلِّدٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
67	actresses	مُمَثِّلَاتٌ		40	comfortable (masc. dual- genitive)	مُرِيحَيْنِ	
67	an actress	مُمَثِّلَةٌ		59	the hospital	الْمُسْتَشْفَى	
68	actresses (fem. - dual - nominative)	مُمَثِّلَتَانِ		22	a play	مَسْرُوحِيَّةٌ	
67	actors (masc. pl.- genitive)	مُمَثِّلِينَ		41	winter resort	الْمَشْتَى	
41	their (masc. pl.) homes	مَنَازِلُهُمْ		38	sunny (fem. sing.)	مُشْرِقَةٌ	
83	for (a long time)	مُنْذُ (زَمَنْ طَوِيلٍ)		59	a factory	مَصْنَعٌ	
39	well-arranged	مُنَسَّقَةٌ		97	rain	مَطَرٌ	
48	Mansurah	الْمَنْصُورَةُ		40	mineral ( fem. )	مَعْدِنِيَّةٌ	
53	Menkereh	مَنْقَرَعٌ		2	a teacher	مُعَلِّمٌ	
98	of them	مِنْهَا		27	with it (fem. sing.)	مَعَهَا	
34	forwards (football)	مُهَاجِمُونَ		96	singing (adjective - fem.)	مُغْرَدَةٌ	
13	communications	مُوَاصَلَاتٌ		68	singers ( masc. dual - nominative)	مُغَنِّيَانِ	
96	having leaves (fem.)	مُورِقَةٌ		40	seats	مَقَاعِدُ	
2	time	مَوْعِدٌ		40	seats ( masc. dual - genitive )	مَقْعَدَيْنِ	
27	squares	مِيَادِينٌ		1	his desk	مَكْتَبُهُ	
40	water(s)	مِيَاهُ		1	her desk	مَكْتَبُهَا	
83	rare (masc. dual. - nominative)	نَادِرَانِ	ن	11	a field (football)	مَلْعَبٌ	
4	he called	نَادَى		67	an actor	مُمَثِّلٌ	



Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
3	he looked	نَظَرَ		29	people	نَاسٌ	
39	yes	نَعَمْ		60	a critic	نَاقِدٌ	
60	we work	نَعْمَلُ		1	we learn	نَتَعَلَّمُ	
28	he blew	نَفَخَ		60	success	نَجَاحٌ	
39	we meet	نَلْتَقِي		59	we serve	نَعْدُمُ	
92	a kind	نَوْعٌ		59	we serve you (both)	نَعْدُمُكُمْ	
92	kinds ( masc. dual - nominative)	نَوْعَانِ		22	we go out	نَخْرُجُ	
82	these (fem. dual- nominative)	هَاتَانِ	هـ	10	we revise	نُرَاجِعُ	
84	these (fem. dual- oblique case )	هَاتَيْنِ		22	we watch	نَرَى	
35	it attacked	هَاجَمَ		33	it came on to (the football field)	نَزَلَ	
35	an attack	هُجُومٌ		67	women	نِسَاءٌ	
35	a goal	هَدَفٌ		40	we rest	نَسْتَرِيحُ	
35	goals (masc. dual accusative)	هَدَفَيْنِ		22	we can	نَسْتَطِيعُ	
83	these ( masc. dual nominative)	هَذَانِ		41	we see	نُشَاهِدُ	
83	these (masc. dual - oblique case)	هَذَيْنِ		21	a bulletin	نَشْرَةٌ	
62	they (dual)	هُمَا		40	active (fem. pl.)	نَشِيطَاتٌ	
46	engineering	هِنْدَسَةٌ		3	he pronounced	نَطَقَ	
61	they (fem. pl.)	هُنَّ		3	she pronounced	نَطَقَتْ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
15	is drawn by	يَجْرُهَا		16	air	هَوَاءٌ	
62	they (two) like	يُحِبَّانِ		39	its air	هَوَاؤُهَا	
62	they (masc. pl.) like	يُحِبُّونَ		14	a father	وَالِدٌ	و
97	they go	يَذْهَبُونَ		62	parents (masc. dual - nominative)	وَالِدَانِ	
10	he checks	يُرَاجِعُ		74	his father	وَالِدُهُ	
83	they (two) send	يُرْسِلَانِ		75	her father	وَالِدُهَا	
34	left	يَسَارٌ		59	his parents (genitive case)	وَالِدَيْهِ	
61	they deserve	يَسْتَحِقُّونَ		92	alone	وَحْدَهُ	
28	(the pedestrians) <small>مُتَسَافِرُونَ</small>	يَسْتَطِيعُ		2	after him	وَرَاءَهُ	
97	it falls	يَسْقُطُ		13	means	وَسَائِلُ	
97	it gets stronger	يَشْتَدُّ		34	middle	وَسَطٌ	
10	he thanks	يَشْكُرُ		89	she put it	وَضَعَتْهَا	
28	he crosses	يَعْبُرُ		89	he put it	وَضَعَهَا	
28	they cross	يَعْبُرُونَ		60	our country	وَطَنُنَا	
20	he shows	يَعْرِضُ		40	Japanese	يَابَانِيَّةٌ	ي
10	he finds out, he knows	يَعْرِفُ		97	it comes	يَأْتِي	
61	he works	يَعْمَلُ		92	there remains	يَتَبَقَّى	
67	they act (fem. pl.)	يَقْمِنَ		10	should	يَجِبُ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
10	he pronounces	يَنْطِقُ		67	he acts	يَقُومُ	
27	they control	يَنْظُمُونَ		67	they act (masc. pl. )	يَقُومُونَ	
28	he blows	يَنْفُخُ		83	they (two) write	يَكْتُبَانِ	
97	they run away	يَهْرَبُونَ		98	they practise	يُمَارِسُ	
				97	it tends	يَمِيلُ	
				98	( people ) work harder	يَنْشِطُ	
						( النَّاسُ ) فِي أَعْمَالِهِمْ	



*THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION*

أَفَرِيَّةٌ بِالرَّادِيُوْ

# ARABIC BY RADIO

*BOOK TWO - PART 2*

القاهرة

Cairo

2003



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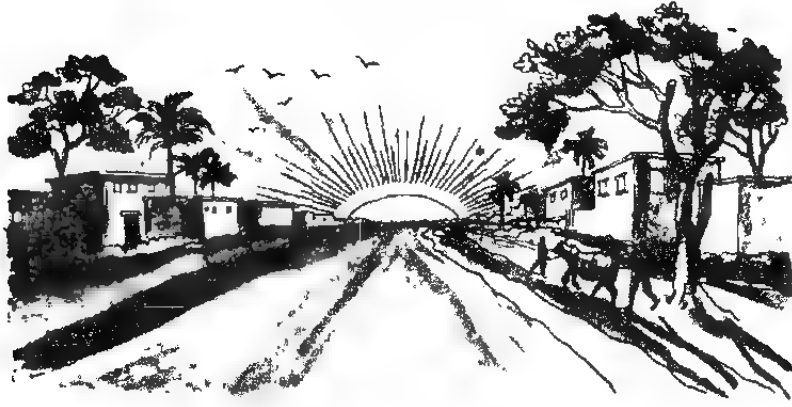
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# الدَّرْسُ السَّابِعُ وَالسُّتُونَ

Paddarsu ssaabiḥu wassittuuna  
Lesson Sixty-Seven



## الصَّبَاحُ

Paṣṣabaahu  
Morning

أَشْرَقَ الصَّبَاحُ فِي الْقَرْيَةِ . الشَّمْسُ مُشْرِقَةٌ .

Paṣṣabaahu fi lqaryati Paṣṣamsu mulriqatun  
It is morning in the village. The sun is shining.

هَبَّ الْفَلَّاحُونَ مِنَ النَّوْمِ . وَهَبَّتِ الْفَلَّاحَاتُ .

habba lfallaahuuna mina nnawmi wahabbati lfallaahaatu  
The (men) farmers woke up. And the (women) farmers woke up.

الْفَلَّاحُ نَشِيطٌ . وَالْفَلَّاحَةُ نَشِيطَةٌ .

Palfallaahu naṣiitun walfallaahaatu naṣiitaatun  
The (man) farmer is energetic. And the (woman) farmer is energetic.

الْفَلَّاحُونَ نَشِيطُونَ . وَالْفَلَّاحَاتُ نَشِيطَاتٌ .

Palfallaahuuna naṣiituuna walfallaahaatu naṣiitaatun  
The (men) farmers are energetic. And the (women) farmers are energetic.

ذَهَبَ الرُّجَالُ إِلَى الْحُقُولِ . الْحُقُولُ مُجَاوِرَةٌ لِلْمَسَاكِينِ . الْمَزَارِعُ  
قَرِيبَةٌ مِنَ الْبُيُوتِ .

ḡahaba rrijaatu ʔila lhuquuli ʔalhuquulu mujaawiratun lilmasaakini ʔalmazaariṣu  
qariibatun mina lbuyuuti

The (men) farmers went to the fields. The fields are near the dwellings. The fields  
are near the houses.



الْقَرْيَةُ هَادِئَةٌ فِي الصَّبَاحِ الْمُبَكَّرِ . السَّكُونُ شَامِلٌ .

ʔalqaryatu haadiʔatun fi ssabaahi lmubakkiri  
ʔassukuunu ʔaamilun

The village is quiet in the early morning. Silence  
prevails.

النَّدَى عَلَى الْأَوْراقِ . النَّدَى شَبِيهُ بِاللُّوْثِ  
فَطَرَاتُهُ لَامِعَةٌ .

Pannadaa sala lʔawraaqi Pannadaa ʔabiihun  
billuʔluʔi qataraatuhu laamiʔatun

There is dew on the (tree) leaves. The dew looks like pearls. Its drops  
are shining.

النَّسِيمُ عَلِيلٌ . وَالْغُصُونُ مُتَمَايِلَةٌ .

Pannasiimu Saliilun walguṣuunu mutamaayilatun

The breeze is fresh. The branches (of trees) are swaying.

مَوْسِمُ الْحَصَادِ قَرِيبٌ . الرِّزْقُ قَادِمٌ .

mawsimu lḡasaadi qariibun ʔarrizqu qaadimun

Harvest time is approaching. Income is coming.

زَهَرَاتُ الْقُطْنِ مُتَفَتِّحَةٌ . الْقُطْنُ ذَهَبٌ أَبْيَضُ .

zaharaatu lquṭni mutafattiḡatun ʔalquṭnu ḡahabun ʔabyaḡu

The cotton flowers are blossoming. Cotton is white gold.

الْفَلَّاحُونَ مَسْرُورُونَ . وَالْفَلَّاحَاتُ مَسْرُورَاتٌ .

ʔalfallaḡuuna masruuruuna walfallaḡaatu masruuraatun

The (men) farmers are happy. The (women) farmers are happy.

الْعَامِلُونَ جَدِيرُونَ بِالسَّعَادَةِ .

PalSaamiluuna jadiiruuna bissaSaadati  
Hard working people are worthy of happiness.



وَطَلَعَ الصُّبْحُ فِي الْمَدِينَةِ . الشَّمْسُ طَالَعَتْ

watalaṣa ṣṣubhu fi lmadīnati Paṣṣamsu ṣaaliṣatun  
It is morning in the city. The sun is up.

هَبَّ الْعَمَالُ وَالْمُوظَّفُونَ مِنَ النَّوْمِ .  
وَهَبَّتِ الْعَامِلَاتُ وَالْمُوظَّفَاتُ مِنَ النَّوْمِ .

habba lsummaalu walmuwaḍḍafuuna mina nnawmi  
wahabbati lsaamilaatu walmuwaḍḍafaatu mina nnawmi

The men workers and employees got up. And the women workers and employees got up.

الْعَمَالُ ذَاهِبُونَ إِلَى الْمَصَانِعِ . وَالْمُوظَّفُونَ قَاصِدُونَ إِلَى الْمَكَاتِبِ .

PalSummaalu ḍaahibuuna ila lmaṣaaniṣi walmuwaḍḍafuuna qaasiduuna ila lmakaatibi

The workers are going to the factories. The employees are heading for the offices.

الْعَامِلَاتُ ذَاهِبَاتٌ إِلَى الْمَصَانِعِ . وَالْمُوظَّفَاتُ قَاصِدَاتٌ إِلَى الْمَكَاتِبِ .

PalSaamilaatu ḍaahibaatun ila lmaṣaaniṣi walmuwaḍḍafaatu qaasidaatun ila lmakaatibi

The women workers are going to the factories. The women employees are heading for the offices.

الْمَصَانِعُ بَعِيدَةٌ عَنِ الْمَسَاكِينِ . وَالْمَكَاتِبُ قَرِيبَةٌ مِنْ وَسْطِ الْمَدِينَةِ .

Palmaṣaaniṣu baṣiīdatun ʿani lmasaakini walmakaatibu qariibatun min wasati lmadīnati

The factories are far from the dwellings . The offices are near the centre of the city.

الْحَرَكََةُ دَائِبَةٌ . الطُّرُقَاتُ مُزْدَحِمَةٌ .

Palharakatu daaʿibatun Paṭṭuruqaatu muzdahimatun

A lot of movement is going on. The streets are crowded.

النَّاسُ قَادِمُونَ وَذَاهِبُونَ. الْعَرَبَاتُ وَالسَّيَّارَاتُ قَادِمَةٌ وَذَاهِبَةٌ .

?annasuu qaadimuuna waḍaahibuuna ?alfarabaatu wassayyaaraatu qaadimatun  
waḍaahibatun

People are coming and going . Carts and cars are coming and going.

أَهْلُ الْمَدِينَةِ مُجِدُّونَ . وَالْمُجِدُّونَ جَدِيرُونَ بِالْخَيْرِ .

?ahlu l-madiinati mujidduuna walmujidduuna jadiiruuna bilxayri

The city people are hard-working ( people ). Hard-working people are worthy  
of welfare.

1. أَلْفَلَا حُ نَشِيطٌ . أَلْسُكُونُ شَامِلٌ .

These are two nominal sentences. The subject in each is masculine singular (الْفَلَّاحُ - السَّكُونُ) and the predicate agrees with it in number and gender (نَشِيطٌ - شَامِلٌ). Both subject and predicate are in the nominative case which is indicated here by (الضَّمَّةُ) on the final letter.

2. الْفَلَاحَةُ نَشِيطَةٌ . الشَّمْسُ مُشْرِقَةٌ .

These are also two nominal sentences. The subject in each is *feminine singular* (أَفْلَاحَةٌ - الشَّمْسُ). The predicate agrees with the subject in number and gender (نَشِيطَةٌ - مُشْرِقَةٌ). Both subject and predicate are in the *nominative case* which is indicated here by (الضَّمَّةُ).

3. أَفَلَا حُونَ نَشِيطُونَ . الْعَامِلُونَ جَدِيرُونَ بِالسَّعَادَةِ .

The subject in each sentence is a sound masculine plural (الْفَلَّاحُونَ - الْعَامِلُونَ).

The predicate is also a sound masculine plural (نَشِيطُونَ - جَدِيرُونَ).

Both subject and predicate are in the nominative case which is indicated here by (الْوَاوُ) in the ending (مُونُ).

4. أَفْلَاحَاتُ نَشِيطَاتُ . الْمُؤَظَّفَاتُ قَاصِدَاتُ إِلَى الْمَكَاتِبِ .

The subject is a sound feminine plural (الْفَلَاحَاتُ - الْمُوظَّفَاتُ).

The predicate is also a sound feminine plural (نَشِيطَاتٌ - قَاصِدَاتٌ). Both subject and predicate are in the nominative case which is indicated here by (الضَّمَّةُ).



## EXERCISES

## تمارين

1. Fill in the blanks with suitable subjects:

- ..... مُجَاوِرَةٌ لِلْمَسَاكِينِ .  
 ..... شَبِيهٌ بِاللُّوْلُو .  
 ..... مُتَمَايِلَةٌ .  
 ..... شَامِلٌ .  
 ..... هَادِئَةٌ فِي الصَّبَاحِ الْمُبَكَّرِ .  
 ..... مَسْرُورُونَ وَ ..... مَسْرُورَاتٌ .

2. Fill in the blanks with suitable predicates:

- الْقُطْنُ ..... أَبْيَضُ .  
 الْمُوظَّفُونَ ..... إِلَى الْمَكَاتِبِ .  
 قَطَرَاتُ النَّدى .....  
 الْعَامِلَاتُ ..... إِلَى الْمَصَانِعِ .  
 زَهْرَاتُ الْقُطْنِ .....  
 مَوْسِمُ الْحَصَادِ .....

3. Complete each of the following sentences with a predicate chosen from those given below:

( This is to be done with reference to lesson 44. )

مُرِيحَةٌ - وَاَقِفٌ - مَدِينَةٌ - بَعِيدٌ

- الْبَيْتُ .....  
 الرُّحْلَةُ .....  
 خَلِيلٌ ..... فِي مَيْدَانِ الْمَحْطَةِ .  
 الْقَاهِرَةُ ..... كَبِيرَةٌ .

4. Complete each of the following sentences with a subject chosen from those given below. Indicate the case endings:  
( This is to be done with reference to lesson 12. )

الشمس - نور - عصير - الحر

. . . . . اللّيمون لذيذ .  
. . . . . طالعة ، و . . . . . شديد .  
. . . . . الصّباح جميل .

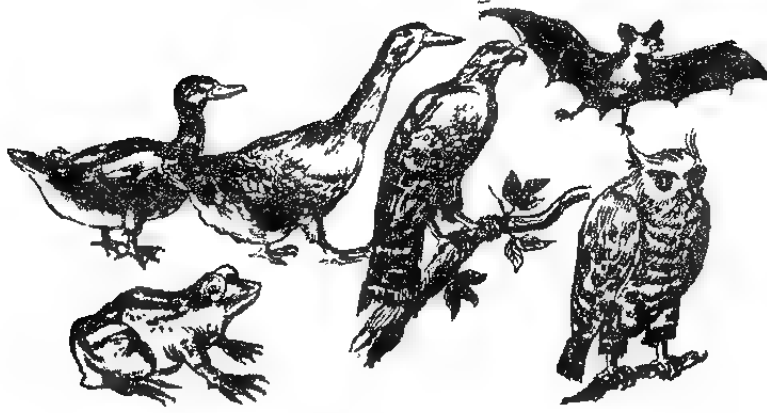
5. Give the plural of both the subject and the predicate in the following.  
Indicate the case endings:

النافذة واسعة .  
التلميذ ذاهب إلى المدرسة .  
العامل مجد .  
التلميذة مسرورة .



## الدَّرْسُ الثَّامِنُ وَالسُّتُونَ

Paddarsu ʕaaaminu-wassittuuna  
Lesson Sixty-Eight



## مِنْ أَوْصَافِ الطَّيْرِ وَالْحَيَوَانَ

min Pawsaafi ʕtayri walhayawaani  
About birds and animals

قَالَ نَبِيلٌ لِوَالِدِهِ : قَرَأْتُ الْيَوْمَ كِتَابَ الْعُلُومِ .

qaala nabiilun liwaalidihi qaraʕtu lyawma kitaaba ʕuluumi  
Nabil said to his father, "I have read the science book today."

قَالَ الْوَالِدُ : وَمَاذَا عَلِمْتَ ؟

qaala lwaalidu wamaaʕaa Salimta  
His father said, "What have you learnt ?"

قَالَ نَبِيلٌ : الْبَطَّةُ مِثْلُ الزُّورَقِ . وَالرُّجُلَانِ مِجْدَافَانِ .

qaala nabiilun ʔalbattatu mielu zzawraqi warrijlaani mijdaafaani  
Nabil said, "The duck is like a boat. Its legs are (like) two oars."

الْجَنَاحَانِ ضَعِيفَانِ ، وَلِهَذَا لَا تَطِيرُ .

ʔaljannaahaani ʕaʕiifaani walihaaʕa laa tatiiru  
Its (two) wings are weak and so it does not fly."

قَالَ الْوَالِدُ : الْوَزَّةُ مِثْلُ الْبَطَّةِ . الْوَزَّةُ وَالْبَطَّةُ مُتَشَابِهَتَانِ . هُمَا طَائِرَانِ مَائِيَّانِ .

qaala lwaalidu ?alwazzatu mielu lbattati ?alwazzatu walbattatu muta?aabihataani humaa ?aa?iraani maa?iyyaani

The father said, "The goose is like the duck. The goose and the duck are alike. They are water birds."

قَالَ نَبِيلٌ : وَالْحِدَاةُ سَرِيعَةُ الطَّيْرَانِ ، فَالْجَنَاحَانِ قَوِيَّانِ .

qaala nabiilun walhida?atu sariisatu ttayaraani faljanaahaani qawiyyaani

Nabil said, "The kite flies fast; its (two) wings are strong."

وَالرَّجْلَانِ قَوِيَّتَانِ قَصِيرَتَانِ .

warrijaani qawwiyataani qasiiirataani

Its (two) legs are short and strong.

الْمِنْقَارُ حَادٌّ . وَالْمَخَالِبُ حَادَّةٌ .

?alminqaaru haaddun walmaxaalibu haaddatun

Its beak is sharp, and its claws are sharp."

قَالَ الْوَالِدُ : الْبُومَةُ مِثْلُ الْحِدَاةِ . هُمَا طَائِرَانِ مُتَمَآثِلَانِ . الْحِدَاةُ وَالْبُومَةُ طَائِرَانِ جَارِحَانِ .

qaala lwaalidu ?albuumatu mielu lhida?ati humaa ?aa?iraani mutamaa?ilaani

?alhida?atu walbuumatu ?aa?iraani jaarihaani

The father said, "The owl is like the kite. They are similar birds. The kite and the owl are birds of prey."

قَالَ نَبِيلٌ : الْخُفَّاشُ حَيَوَانٌ وَلَكِنَّهُ يُطِيرُ .

qaala nabiilun ?alxuffaa?u hayawaanun walaakinnahu yatiiiru

Nabil said, "The bat is an animal but it flies."

الْجَنَاحَانِ خَالِيَانِ مِنَ الرِّيشِ .

?aljanaahaani xaliyaani mina rrii?i

Its wings are free from feathers.

الْأُذُنَانِ كَبِيرَتَانِ ، وَالْأَسْنَانُ حَادَّةٌ ، وَلَيْسَ لَهُ مِنْقَارٌ .

Palpuḍunaani kabiirataani walʔasnaanu haaddatun walaysa lahu minqaarun  
Its ears are big, its teeth are sharp; it has no beak. "

قَالَ الْوَالِدُ : رَأْسُ الْخُفَّاشِ شَبِيهُ بِرَأْسِ الْفَأْرِ . الرَّأْسَانِ مُتَشَابِهَانِ .

qaala lwaalidu raʔsu lxuffaaʃi ʃabiihun biraʔsi lfaʔri ʔarraʔaani mutaʃaabahaani  
The father said, "The head of the bat is like the head of the mouse. The two heads are similar. "

قَالَ نَبِيلٌ : لَيْسَ لِلضُّفْدَةِ رَقَبَةٌ . وَالْعَيْنَانِ بَارِزَتَانِ .

qaala nabiilun laysa liḍḍifdiʔati raqabatun walfaynaani baarizataani  
Nabil said, "The frog has no neck. Its eyes are protruding. "

الرُّجُلَانِ الْخَلْفِيَّتَانِ طَوِيلَتَانِ . وَالرُّجُلَانِ الْأَمَامِيَّتَانِ قَصِيرَتَانِ .

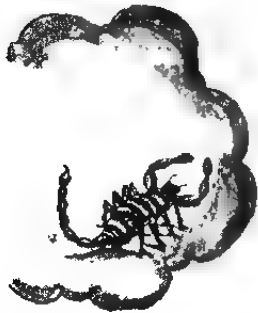
ʔarrijaani lxfalʔiyataani ʔawiilataani warrijaani lʔamaamiyyataani qaʃirataani  
Its hind legs are long, its fore legs are short. "



قَالَ الْوَالِدُ : وَلِهَذَا تَقْفِزُ الضُّفْدَةُ بِسُهُولَةٍ  
مِثْلَ الْقَنْغَرِ . هُمَا حَيَوَانَانِ قَافِرَانِ

qaala lwaalidu walihaaḍaa taqfizu ḍḍifdiʔatu bisuhuulatin  
miela lqangari humaa hayawaanaani qaafizaani

The father said, "This is why the frog can easily  
(with easiness) jump like the kangaroo. They are  
leaping animals. "



قَالَ نَبِيلٌ : وَالْعَقْرَبُ وَالثُّعْبَانُ سَامَانِ .  
وَيُحِبُّ الثُّعْبَانُ الْمَوْسِقَا .

qaala nabiilun walfagrabu waʕʕuʃbaanu saammaani  
wayuhibbu ʕʕuʃbaanu lmuusiqaa

Nabil said, "The scorpion and the snake are poisonous.  
The snake loves music. "



قَالَ الْوَالِدُ: الثُّعْبَانُ وَالْإِنْسَانُ فِي هَذَا مُتَّفِقَانِ .  
هُمَا عَاشِقَانِ لِلْأَنْغَامِ .

qaala lwaalidu ?a00u?baanu wal?insaanu fi haa0aa  
muttafiqaani humaa saa?iqaani lil?angaami

The father said, "Snake and man are similar in this  
( respect ). Both are lovers of tunes. "

1. الْجَنَاحَانِ ضَعِيفَانِ . الرَّأْسَانِ مُتَشَابِهَانِ .

The subject in each of these two sentences is masculine dual (الرَّأْسَانِ - مُتَشَابِهَانِ); the predicate agrees with it in number and gender (الْجَنَاحَانِ ضَعِيفَانِ). Both subject and predicate are in the nominative case which is here indicated by (أَنَّ) in the ending (أَنَّ).

2. الرَّجُلَانِ قَوِيَّتَانِ . الْأُذُنَانِ كَبِيرَتَانِ .

The subject in each of these two sentences is feminine dual (الرَّجُلَانِ - كَبِيرَتَانِ). The predicate agrees with it in number and gender (الرَّجُلَانِ قَوِيَّتَانِ). Both the subject and the predicate are in the nominative case which is here indicated by (أَنَّ) in the ending (أَنَّ).

3. الْعَقْرَبُ وَالْثُعْبَانُ سَامَانِ .

The subject is masculine singular (الْعَقْرَبُ). It is in the nominative case, the case ending being (الضَّمَّةُ). Since the masculine singular (الْعَقْرَبُ) is joined to it by (وَ), the combination (الْعَقْرَبُ وَالْثُعْبَانُ) conveys a dual meaning. The predicate (سَامَانِ) is therefore masculine dual.

4. الْوَزَّةُ وَالْبَطَّةُ مُتَشَابِهَتَانِ .

The subject is feminine singular (الْوَزَّةُ). It is in the nominative

case, the case ending being (الْفِصَّةُ). Since the feminine singular (الْوَزَةُ وَالْبَطَّةُ) is joined to it by (وَ), the combination (الْوَزَةُ وَالْبَطَّةُ) conveys a dual meaning. The predicate (مُتَشَابِهَتَانِ) is therefore feminine dual.

5. هُمَا طَائِرَانِ . هُمَا حَيَوَانَانِ .

The dual pronoun (هُمَا) is subject in the two sentences. The predicate in the first sentence is (طَائِرَانِ) and in the second (حَيَوَانَانِ). Each predicate is a dual in the nominative case.

## EXERCISES

## تمريبات

1. Supply suitable predicates in the following:

هُمَا . . . . . مَائِيَّانِ .  
 الْجَنَاحَانِ فِي الْحِدَاةِ . . . . .  
 الْعَيْنَانِ فِي الضَّفْدَةِ . . . . .  
 الْحِدَاةُ وَالْبُومَةُ . . . . . جَارِحَانِ .  
 الضَّفْدَةُ وَالْقَنْغَرُ . . . . . قَافِرَانِ .

2. Supply suitable subjects in the following :

. . . . . خَالِيَانِ مِنَ الرِّيشِ .  
 . . . . . مَجْدَافَانِ .  
 . . . . . وَالْحِدَاةُ طَائِرَانِ مُتَمَائِلَانِ .  
 . . . . . الْخَلْفِيَّتَانِ طَوِيلَتَانِ .  
 . . . . . وَالْإِنْسَانُ عَاشِقَانِ لِلْأَنْغَامِ .

3. Fill in each of the following blanks with a predicate chosen from those given in the frame :

بَعِيدَانِ - سَرِيعَتَانِ - مُرِيحَانِ - جَمِيلَتَانِ

السَّيَّارَتَانِ . . . . .  
 الْكُرْسِيَّانِ . . . . .  
 الْبَيْتَانِ . . . . .  
 الْمِنْضَدَتَانِ . . . . .

## الدَّرْسُ التَّاسِعُ وَالسُّتُونَ

ʔaddarsu ttaasiʕu wassittuuna  
Lesson Sixty-Nine



## الْأَسَدُ وَالْفَأْرُ

ʔalʔasadu walfaʔru  
The lion and the mouse

عَاشَ فَأْرٌ قَرِيباً مِنْ عَرِينِ أَسَدٍ .

ʕaaʕa faʔrun qariiban min ʕariini ʔasadin  
A mouse lived near the den of a lion.

وَفِي يَوْمٍ مِنَ الْأَيَّامِ نَامَ الْأَسَدُ أَمَامَ عَرِينِهِ .

wafi yawmin mina lʔayyaami naama lʔasadu ʔamaama ʕariinihi  
One day the lion fell asleep in front of its den.

وَالْفَأْرُ فِي الْجُحْرِ .

walfaʔru fi ljuhri  
The mouse was in its hole.

خَرَجَ الْفَأْرُ لَيْلاً يَبْحَثُ عَنْ غِذَائِهِ .

zaraja lfaʔru laylan yabhaʕu ʕan ʕiɖaaʔihi  
The mouse went out at night looking for food.



قَالَ الْفَأْرُ :

qaala lfaḥru  
The mouse said,

يَا سَيِّدِي الْأَسَدُ ، أَخْطَأْتُ وَأَرْجُو أَنْ تُسَامِحَنِي .

yaa sayyidi lḥasadu ḥaxṭaḥtu waḥarjuu ḥan tusaamihanii  
“ I have erred and I wish you forgive me, Sir.

وَرُبَّمَا رَدَدْتُ لَكَ هَذَا الْجَمِيلَ يَوْمًا .

warubbamaa radadtu laka haaḥa ljamiila yawman  
I might return this favour to you one day.”

فَضَحِكَ الْأَسَدُ وَقَالَ :

faḥahika lḥasadu waqaala  
The lion laughed and said,

كَيْفَ يُسَاعِدُ الضَّعِيفُ الْقَوِيَّ ؟

kayfa yusaasidu ḥḥaḥiifu lqawiyya  
“ How can a weak ( creature ) help a strong one?

وَمَعَ ذَلِكَ عَفَوْتُ عَنْكَ . أَلْعَفُو عِنْدَ الْمَقْدِرَةِ .

wamaḥa ḥaalika ḥafawtu ḥanka ḥaḥafwu ḥinda lmaḥdirati  
However, I have forgiven you. One should forgive when one is in a position of power.”

وَفِي يَوْمٍ مِنَ الْأَيَّامِ وَقَعَ الْأَسَدُ فِي شِبَاكِ صَيَّادٍ .

wafii yawmin mina lḥayyaami waḥaḥa lḥasadu fii ḥibaaki ḥayyaadin  
One day the lion fell into the nets of a hunter.

وَلَمْ يَسْتَطِعِ الْهَرَبَ فَأَخَذَ يَزَارُ زَيْبَرًا عَالِيًا .

walam yastatiḥi lḥaraba faḥaxaḥa yazḥaru zaḥiiran ḥaaliyan  
It could not escape. So it started to roar very loudly.

سَمِعَ الْفَأْرُ زَيْبَرَ الْأَسَدِ . وَكَانَ فَوْقَ شَجَرَةٍ .

samiḥa lfaḥru zaḥiira lḥasadi wakaana fawqa ḥajaratin  
The mouse heard the roar of the lion. The mouse was on a tree.

الْأَسَدُ بَيْنَ الشُّبَاكِ ، وَالْفَأْرُ فَوْقَ الشَّجَرَةِ .

PalPasadu bayna ššibaaki walfa?ru fawqa ššajarati

The lion was ( caught ) in the nets. The mouse was on the tree.

جَرَى الْفَأْرُ إِلَى الْأَسَدِ مُسْرِعًا .

jara lfa?ru Pila lPasadi musri?an

The mouse ran quickly to the lion.

وَأَخَذَ يَقْرِضُ حَبَالَ الشُّبَاكِ .

wa?axaða yaqriðu hibaala ššibaaki

It started to gnaw at the ropes of the nets.

اسْتَطَاعَ الْأَسَدُ الْخُرُوجَ مِنْهَا .

Pista?aaša lPasadu l?xuruuja minhaa

The lion managed to get out of the nets.

شَكَرَ الْأَسَدُ الْفَأْرَ وَقَالَ :

šakara lPasadu lfa?ra waqaala

The lion thanked the mouse and said,

الآنَ عَرَفْتُ : لِلصَّغِيرِ مَزِيَّةٌ ، وَلِلْكَبِيرِ مَزِيَّةٌ .

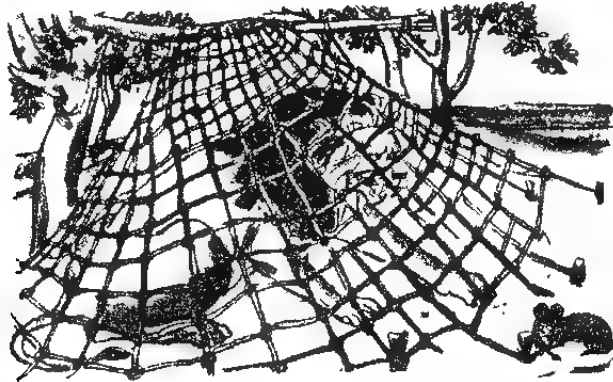
PalPaana šaraftu liššagiiri maziyyatun walikabiiri maziyyatun

" Now I know: a small ( creature ) has its advantages, and a big ( creature ) has its advantages.

وَيَجِبُ أَلَّا نَحْتَقِرَ الصَّغِيرَ لِصِغَرِهِ ، فَلِكُلِّ شَيْءٍ مَزِيَّةٌ .

wayajibu Pallaa nahtaqira ššagiira lišigarihi falikulli šay?in maziyyatun

We should not despise a small creature for being small; everything has its advantage. "



1. You have already learnt that a nominal sentence consists of a subject and a predicate. A predicate may be singular, dual or plural. It may be masculine or feminine.

2. This lesson introduces another kind of predicate.

Read the following sentence:

الْفَأْرُ فِي الْجُبْرِ .

It is a nominal sentence consisting of a subject ( الْفَأْرُ ) and a predicate

( فِي ) . Note that the predicate consists of a preposition ( فِي )

and a noun ( الْجُبْرُ ) . Note also that the noun following the preposition

ends with the vowel ( الْكَسْرَةُ ) ; it is in the genitive case. Other

examples are:

الْأَسَدُ فِي هَيَاجٍ - الْفَأْرُ فِي خَوْفٍ .

The first sentence consists of a subject ( الْأَسَدُ ) and a predicate ( فِي هَيَاجٍ ) .

Similarly, the second sentence consists of a subject ( الْفَأْرُ ) and a predicate

( فِي خَوْفٍ ) .

3. Read the following sentence:

الْفَأْرُ فَوْقَ الشَّجَرَةِ .

It is a nominal sentence. It consists of a subject ( الْفَأْرُ ) and a predicate

( فَوْقَ الشَّجَرَةِ ) . The predicate is an adverbial phrase of place.

Similarly, the sentence ( الْعَفْوُ عِنْدَ الْمَقْدِرَةِ ) consists of a subject

( الْعَفْوُ ) and a predicate ( عِنْدَ الْمَقْدِرَةِ ) ; the predicate is an adverbial

phrase of time.

Thus a predicate may be a prepositional or an adverbial phrase.

4. Read the following sentence:

لِلصَّغِيرِ مَرْيَةُ .

It is a nominal sentence consisting of a subject ( مَرْيَةُ ) and a predicate

( لِلصَّغِيرِ ) . The predicate consists of a preposition and a noun.

Note that the predicate precedes the subject.

Note also that the subject is an indefinite noun. This shows that when a subject is an indefinite noun and the predicate consists of a preposition and a noun, the predicate must precede the subject.

The predicate also precedes the subject when the former is an adverbial phrase and the latter an indefinite noun:

فَوْقَ الشَّجَرَةِ فَارٌّ .

If the subject is definite and the predicate is a prepositional or an adverbial phrase, the predicate may precede or follow the subject:

فِي الْجُحْرِ الْفَارُّ .	أَوْ	الْفَارُّ فِي الْجُحْرِ
فَوْقَ الشَّجَرَةِ الْفَارُّ .	أَوْ	الْفَارُّ فَوْقَ الشَّجَرَةِ

## EXERCISES

1. Answer the following questions:

- مَا اسْمُ بَيْتِ الْأَسَدِ ؟
- مَا اسْمُ بَيْتِ الْفَأْرِ ؟
- لِمَاذَا غَضِبَ الْأَسَدُ مِنَ الْفَأْرِ ؟
- كَيْفَ رَدَّ الْفَأْرُ جَمِيلَ الْأَسَدِ ؟

2. Supply the missing predicates in the following:

- الْفَأْرُ . . . . .
- الْأَسَدُ فِي هَيَاجٍ ، وَالْفَأْرُ . . . . .
- . . . . . مَرْيَّةٌ ، و . . . . . مَرْيَّةٌ .

3. Indicate the predicate in each of the following sentences. Then state its kind:

- الْبَطَّةُ فِي الْمَاءِ .
- الْعَصْفُورُ فَوْقَ الشَّجَرَةِ .
- فِي الْمَكْتَبَةِ أَقْلَامٌ .
- الشَّمْسُ مُشْرِقَةٌ .
- الْمُسَافِرُونَ فِي الْمَحْطَةِ .
- الْقِطَارُ سَرِيعٌ .

4. Write a nominal sentence about each of the following pictures. The sentence should consist of a subject and a predicate which is either a prepositional or an adverbial phrase.



## الدَّرْسُ السَّبْعُونَ

Paddarsu ssabʿuuna  
Lesson Seventy



## أَصْوَاتُ الْحَيَوَانَاتِ وَالطَّيْرِ

Paṣwaatu ḥayawaanaati waṭṭayri  
The voices of animals and birds

يُحِبُّ مَحْمُودٌ قِطَّتَهُ ، وَتُحِبُّ الْقِطَّةُ مَحْمُودًا .

yuhibbu mahmuudun qittatahu watuhibbu lqittatu mahmuudan  
Mahmoud likes his cat. The cat likes Mahmoud.

أَقْبَلَ وَالِدُ مَحْمُودٍ .

Paqbala waalidu mahmuudin  
Mahmoud's father came.

جَرَى مَحْمُودٌ إِلَيْهِ ، وَقَالَ :

jaraa mahmuudun ilayhi waqaala  
Mahmoud ran to him and said,

تَكَلَّمَ قِطَّتِي .

takallamat qittatii  
" My cat has spoken. "

وَيَنْعَقُ الْغُرَابُ  
wayanfaqu ḡuraabu  
The crow jays.

وَتَقُوقُ الدَّجَاجَةُ  
wataququ ddajajatu  
The hen clucks.

وَيَصْبِحُ الدِّيْكُ  
wayasiihu ddiiku  
The cock crows.

ثُمَّ مَاءَتْ قِطَّةٌ مَحْمُودٍ .

ṯumma maaʔat qittatu mahmuudin  
Then Mahmoud's cat mewed.

قَالَ مَحْمُودٌ لِوَالِدِهِ : مَاءَتْ قِطَّتِي .

qaala mahmuudun liwaalidihi maaʔat qittatii  
Mahmoud said to his father, "My cat has mewed."

فَرِحَ الْوَالِدُ وَقَالَ :

feriha lwaalidu waqaala  
Mahmoud's father was pleased and said,

عَرَفْتُ الْآنَ صَوْتَ الْقِطَّةِ .

sarafta lʔaana sawta lqittati  
"Now you know (how to call) the voice of the cat."

فَقَالَ مَحْمُودُ :

faqaala mahmuudun  
Mahmoud said,

وَعَرَفْتُ الْأَصْوَاتَ الَّتِي ذَكَرْتَهَا .

waʔsraftu lʔaswaata llatii ḍakartahaa  
"I have also known (how to call) the voices you have mentioned."

## EXERCISES

## تمرينات

1. Indicate the verb and the subject in each of the following sentences:

- (١) مَاءَتِ الْقِطَّةُ .
- (٢) نَبَّحَ الْكَلْبُ .
- (٣) صَهَلَ الْحِصَانُ .
- (٤) شَقَشَقَ الْعُصْفُورُ .
- (٥) عَوَى الذُّئْبُ .
- (٦) نَهَقَ الْحِمَارُ .

2. Supply the missing verb in each of the following sentences:

- (١) . . . . . الْحَمَامَةُ .
- (٢) . . . . . الْأَسَدُ .
- (٣) . . . . . الْغُرَابُ .
- (٤) . . . . . الدَّجَاجَةُ .

3. Supply the missing subject in each of the following sentences:

- (١) يَطِيرُ . . . . .
- (٢) يَكْتُبُ . . . . .
- (٣) أَشْرَقَتْ . . . . .
- (٤) يَعُودُ . . . . .
- (٥) ظَهَرَ . . . . .
- (٦) فَرِحَ . . . . .



## الدَّرْسُ الْحَادِي وَالسَّبْعُونَ

Paddarsu lhaadii wassabʿuuna

Lesson Seventy-One



### أُسْرَةٌ مُتَعَاوِنَةٌ

Pusratun mutaʿaawinatun

A cooperating family

أَقْبَلَ الصَّبَاحُ . وَانْتَشَرَ النُّورُ . وَاسْتَيْقَظَتِ الْقَرْيَةُ . وَصَحَا النَّائِمُونَ .

ʔaqbala ʕsabaahu wantaʕara nnuuru wastayqaḍati lqaryatu waṣaha nnaaʔimuuna  
Morning has come. Light has spread. The village is up. The sleepers have awoken

أُسْرُ الْفَلَاحِينَ مُتَعَاوِنَةٌ :

Pusaru lfallaahiina mutaʿaawinatun

The families of farmers are cooperating.

يَعْمَلُ الْفَلَاحُونَ ، وَتَعْمَلُ الزَّوْجَاتُ ، وَيَعْمَلُ الْأَوْلَادُ .

yaʕmalu lfallaahuuna wataʕmalu zzawjaatu wayaʕmalu lʔawlaadu

The farmers work. The wives (of farmers) work. The children (of farmers) work.

اسْتَيْقَظَ الْوَالِدَانِ ، وَاسْتَيْقَظَ الْأَوْلَادُ .

ʔistayqaḍa lwaalidaani wastayqaḍa lʔawlaadu

The parents ( father and mother ) woke up. The children woke up.

وَبَدَأَ كُلُّ مِنْهُمْ يَسْتَعِدُّ لِعَمَلِهِ .

wabadaʔa kullun minhum yastaʔiddu liʕamalihi  
Each one of them began to get ready for work.

ذَهَبَ الْوَالِدُ إِلَى الْمَسْجِدِ .

ḡahaba lwaalidu ʔila lmasjidi  
The father went to the mosque.

وَقَامَتِ الْأُمُّ بِأَعْمَالِ الْبَيْتِ .

waqaamati lʔummu biʔaʕmaali lbayti  
The mother did the house work.

تَحْلُبُ الْبَقَرَةَ ، وَتُنْظِفُ الْبَيْتَ ، وَتُعِدُّ الطَّعَامَ .

tahlubu lbaqarata watunaḡḡifu lbayta watuʕiddu ttaʕaama  
She milks the cow, cleans the house, and prepares food.

وَتُسَاعِدُ ابْنَتَانِ الْأُمِّ فِي أَعْمَالِهَا .

watusaaʕidu lbintaani lʔumma fi ʔaʕmaalihaa  
The two daughters help the mother in her work.

وَيَعُودُ الْوَالِدُ مِنَ الْمَسْجِدِ .

wayaʕuudu lwaalidu mina lmasjidi  
The father returns from the mosque.

فَيَتَنَاوَلُ أَفْرَادُ الْأُسْرَةِ الْفُطُورَ .

fayatanaawalu ʔaʕraadu lʔusrati lfuʔuura  
The members of the family eat breakfast.

ثُمَّ يَذْهَبُ كُلُّ إِلَى عَمَلِهِ .

ʕumma yaḡhabu kullun ʔilaa ʕamalihi  
Then everyone goes to his work.

يَذْهَبُ الْوَالِدُ إِلَى الْحَقْلِ ، وَيَذْهَبُ الْأَوْلَادُ إِلَى الْمَدْرَسَةِ .

yaḡhabu lwaalidu ʔila lhaqli wayaḡhabu lʔawlaadu ʔila lmadrasati  
The father goes to the field, and the children go to school.

وَيَقُومُ الْوَالِدُ بِعَمَلِهِ فِي الْحَقْلِ .

wayaquumu lwaalidu biʿamalīhi fī lhaqli  
The father does his work in the field.

يَسْقِي الزَّرْعَ وَيَرْعَى الْمَاشِيَةَ ، وَتُسَاعِدُ الزَّوْجَةُ زَوْجَهَا .

yasqī zzarʿa wayarʿa lmaašiyata watusaaʿidu zzawjatu zawjahaa  
He waters the plants and looks after the cattle. The wife helps her husband.

وَيَذْهَبُ الْأَوْلَادُ إِلَيْهِمَا بَعْدَ الْخُرُوجِ مِنَ الْمَدْرَسَةِ ، وَيَتَعَاوَنُ الْجَمِيعُ  
فِي أَعْمَالِ الْحَقْلِ .

wayaḏhabu lʾawlaadu ilayhimaa baʿda lʾuruuji mina lmadrasati wayataʿaawanu  
ljamīʿu fī ʾaʿmālī lhaqli  
After leaving school the children join them and all (of them) cooperate in  
working in the field.



وَفِي الْمَسَاءِ يَعُودُ الْوَالِدَانِ ، وَيَعُودُ الْأَوْلَادُ مَعَهُمَا فِي سُرُورٍ .

wafī lmasaaʾi yaʿuudu lwaalidaani wayaʿuudu lʾawlaadu maʿahumaa fī suruurin  
In the evening, the parents return (home). The children return with them  
happily (with pleasure).

الْأُسْرَةُ تَعْمَلُ وَتَتَعَاوَنُ .

ʾalʾusratu taʿmalu watataʿaawanu  
The family works and cooperates.

## GRAMMATICAL NOTES

أَلْمَلَا حَظَاتُ النَّحْوِيَّةِ

1. أَقْبَلَ الصَّبَاحُ - اسْتَيْقَظَتِ الْقَرْيَةُ .

Note that the subject in each sentence is singular. It is in the nominative case which is here indicated by ( الضَّمَّةُ ) .

2. اسْتَيْقَظَ الْوَالِدَانِ - تُسَاعِدُ الْبِنْتَانِ الْأُمُّ .

Note that the subject in each sentence is dual. It is in the nominative case which is here indicated by ( اِن ) in the dual ending ( اِنَ ) .

3. صَحَا الدَّائِمُونَ - يَعْمَلُ الْفَلَّاحُونَ .

Note that the subject in each sentence is a sound masculine plural. It is in the nominative case which is here indicated by ( و ) in the ending ( وُنَ ) .

4. تَعْمَلُ الزَّوْجَاتُ .

Note that the subject is a sound feminine plural. It is in the nominative case which is indicated by ( الضَّمَّةُ ) as in the singular.

5. اسْتَيْقَظَ الْأَوْلَادُ .

Note that the subject is a broken plural. It is in the nominative case which is indicated by ( الضَّمَّةُ ) as in the singular.

6. اسْتَيْقَظَ الْوَالِدُ .  
اسْتَيْقَظَ الْوَالِدَانِ .  
اسْتَيْقَظَ الْأَوْلَادُ .

Note that the subject is singular, dual and plural in the first, second and third sentences respectively.

Note also that the verb has the same form in the three sentences. This indicates that the verb does not change form when the subject changes from singular into dual or plural.

## EXERCISES

## تمرينات

1. Make the subject dual and then plural in the following sentences :

- (١) يَسْقِي الْفَلَّاحُ الزَّرْعَ .
- (٢) يَبِيعُ الصَّيْدَلِيُّ الدَّوَاءَ .
- (٣) يَصْنَعُ النُّجَّارُ الْكُرْسِيَّ .
- (٤) تَطِيرُ الطَّائِرَةُ فِي الْهَوَاءِ .

2. Fill in the blanks with suitable : verbs chosen from those given below:

وَصَلَ - تَسِيرُ - يَدْخُلُ - يُشِيرُ - أَكَلَ - يُشِيرُ

- (١) . . . . . الْعَقْرَبُ الْكَبِيرُ فِي السَّاعَةِ إِلَى الدَّقَائِقِ .
- (٢) . . . . . الْعَقْرَبُ الصَّغِيرُ فِي السَّاعَةِ إِلَى السَّاعَاتِ .
- (٣) . . . . . الدَّجَاجُ الْقَمْحَ .
- (٤) . . . . . الْقَطَارُ إِلَى الْمَحْطَةِ .
- (٥) . . . . . السَّفِينَتَانِ فِي النَّيْلِ .
- (٦) . . . . . الْمُصَلُّونَ الْمَسْجِدَ .

3. Fill in the blanks with suitable subjects chosen from those given below:

الْمُسَافِرُونَ - الْعَامِلَاتُ - الصَّدِيقَانِ - الْبُلْبُلُ

- (١) قَامَ . . . . . بِرِحْلَةٍ .
- (٢) يُغَرِّدُ . . . . .

- (٣) يَرْكَبُ . . . . . الْفِطَارَ .  
 (٤) تَرْجِعُ . . . . . مِنَ الْمَصْنَعِ .

4. Form five verbal sentences combining a verb from ( A ) with a subject from ( B ):

( B )	( A )
الْقَطَّانُ	صَهَلَ
الْأَصْوَاتُ	تَشَقَّقُ
الْحَصَانَانِ	يُودِنُ
الْمَصَافِيرُ	تَرْتَفِعُ
الْمُؤَدِّثُونَ	تَمُوءُ

## الدَّرْسُ الثَّانِي وَالسَّبْعُونَ

Paddarsu ʿaani wassabʿuuna  
Lesson Seventy - Two



### عِيدُ مِيلَادِ نَبِيلٍ

Siidu miilaadi nabiilin  
Nabil's birthday

قَالَ نَبِيلٌ لِوَالِدِهِ :

qaala nabiilun liwaalidihi  
Nabil said to his father,

قَرُبَ عِيدُ مِيلَادِي.

qaruba siidu miilaadii  
“ My birthday is approaching.

وَأَوَدُّ حَفْلَةً لَطِيفَةً ،

waʾawaddu haflatan laṭiifatan  
I would like to have a nice party,

أَدْعُو لَهَا الْأَصْدِقَاءَ وَالزَّمَلَاءَ .

ʾadʿuu laha lʾaṣḍiqaaʾa wazzumalaaʾa  
to which I invite friends and classmates. ”

وَأَفَقَ الْوَالِدُ عَلَى الْفِكْرَةِ .

waafaqa lwaalidu sala liskrati  
The father agreed to the idea.

وَدَعَا نَبِيلٌ الْأَصْدِقَاءَ وَالزُّمَلَاءَ .

wada'aa nabiilunu lpaşdiqaa'a wazzumalaa'a  
Nabil invited his friends and classmates.

اِشْتَرَى كُلُّ صَدِيقٍ هَدِيَّةً لِنَبِيلٍ .

Piştaraa kullu şadıqin hadiyyatan linabiilin  
Each friend bought a present for Nabil.

وَجَاءَ مَوْعِدُ الْحَفْلَةِ .

wajaa'a maw'ıdu lhaflati  
It was time for the party.

فَحَضَرَ الزُّمَلَاءَ وَالْأَصْدِقَاءَ .

fahadara' zzumalaa'a walpaşdiqaa'a  
The classmates and friends came over.

اِسْتَقْبَلَ نَبِيلٌ الْمَدْعُوِينَ .

Pistaqbala nabiilunu lmad'uwwiina  
Nabil received the guests (the people invited).

وَجَلَسَ الْجَمِيعُ فِي عُرْفَةِ الْجُلُوسِ .

wajalasa ljamii'u fi gurfati lju'lusi  
Everybody sat in the sitting room.

فَتَحَ نَبِيلٌ الرَّادِيُو .

fataha nabiilunu rraadyoo  
Nabil turned the radio on.

فَسَمِعَ الْأَصْدِقَاءُ الْأَلْحَانَ .

fasami'a lpaşdiqaa'a l'alhaana  
The friends listened to music (the tunes).



ثُمَّ قَصُّوا النَّوَادِرَ اللَّطِيفَةَ .

oumma qassu nnawaadira llatiifata  
They told each other pleasant anecdotes.

وَلَعَبُوا الْأَلْعَابَ الْمُسْلِيَّةَ .

wala'ibu lpa'laaba lmusalliyata  
They played amusing games.

دَعَا نَبِيلٌ الْحَاضِرِينَ إِلَى الْمَائِدَةِ .

daSaa nabiilunu lhaaḍiriina Pila lmaa'idati  
Nabil invited the guests to the table.

فَشَرَبُوا الشَّايَ وَأَكَلُوا الْفَطَائِرَ .

faSharibu sSaaya waPakalu lfaṭaa'ira  
They drank tea and ate cakes.

وَأَشْعَلَتْ أُمُّ نَبِيلٍ الشَّمْعَاتِ .

waPaSṣalat Pummu nabiilini sṣamaSaati  
Nabil's mother lit the candles.

ثُمَّ أَطْفَأَ نَبِيلٌ الشَّمْعَاتِ .

oumma PaṭfaPa nabiilunu sṣamaSaati  
Then Nabil blew the candles off.

وَصَفَّقَ الْجَمِيعُ لِنَبِيلٍ وَقَالُوا :

waṣaffaqa ljamiiṣu linabiilin waqaaluu  
Everybody applauded (for) Nabil and said,

عِيدُ مِيلَادٍ سَعِيدٌ يَا نَبِيلُ .

Siidu miilaadin saSiidun yaa nabiilu  
"Happy birthday, Nabil."

قَدَّمَ كُلُّ وَاحِدٍ هَدِيَّتَهُ لِنَبِيلٍ .

qaddama kullu waahidin hadiyyatahu linabiilin  
Every one gave Nabil his present.

وَقَدَّمَ الْوَالِدَانِ هَدِيَّتَيْنِ .

waqaddama lwaalidaani hadiyyatayni  
Nabil's parents gave ( him ) two presents.

وَفَرِحَ نَبِيلٌ بِالْهَدَايَا .

wafariha nabiilun bilhadaayaa  
Nabil was happy with the presents.

1. Read the following sentences:

اشْتَرَى الصَّدِيقُ هَدِيَّةً . شَرِبَ الْحَاضِرُونَ الشَّايَ .

These are two verbal sentences. Each consists of a verb and a subject. The subject in each is followed by a noun: ( هَدِيَّةٌ ) in the first sentence and ( الشَّايَ ) in the second. Note that the added word in each sentence is the receiver of the action and is, therefore, called an object. Note also that the object in both sentences is singular and is in the accusative case which is here indicated by ( الْفَتْحَةُ ) .

2. Read the following sentence:

قَدَّمَ الْوَالِدَانِ هَدِيَّتَيْنِ .

Note that the object in this sentence is the word ( هَدِيَّتَيْنِ ) . It is dual and is in the accusative case which is here indicated by ( أَلْيَاءُ ) in the ending ( تَيْنِ ) .

3. Read the following sentences:

اسْتَقْبَلَ نَبِيلُ الْمَدْعُوِينَ : دَعَا نَبِيلُ الْحَاضِرِينَ .

Note that the object in the first sentence is ( الْمَدْعُوِينَ ) and in the second ( الْحَاضِرِينَ ) . Both objects are sound masculine plurals. They are in the accusative case which is here indicated by ( أَلْيَاءُ ) in the ending ( يَنِ ) .

4. Read the following sentence:

أَشْعَلَتِ الْأُمُّ الشَّمْعَاتِ .

Note that the object in this sentence is the word ( الشَّمْعَاتِ ) . It is

a sound feminine plural ( the singular is شَمْعَةٌ ). It is in the accusative case which is here indicated by ( الْكَسْرَةُ ) below ( التَّاءُ ) in the ending ( اتِ ) .

5. Read the following sentences:

دَعَا نَبِيلٌ الْأَصْدِقَاءَ . سَمِعَ الْأَصْدِقَاءُ الْأَلْحَانَ .

The objects in these two sentences are the broken plurals ( الْأَصْدِقَاءُ ) and ( الْأَلْحَانُ ) . They are in the accusative case which is here indicated by ( الْفَتْحَةُ ) as in the singular.

## EXERCISES

## تمارين

1. Underline the object in each of the following sentences and show its case ending:

- (١) كَتَبَ نَبِيلٌ خِطَاباً إِلَى عَمِّهِ .  
 (٢) وَالصَّقَّ نَبِيلٌ طَابَعَ الْبَرِيدِ عَلَى الظَّرْفِ .  
 (٣) أَخَذَ سَاعِي الْبَرِيدِ الْخِطَابَاتِ مِنَ الصُّنْدُوقِ .  
 (٤) سَاعِي الْبَرِيدِ يَحْمِلُ الْحَقِيبَةَ .  
 (٥) أَحْضَرَ الطَّبِيبُ الدَّوَاءَ .

2. Fill in the blanks with suitable objects chosen from the words given below:

حَقِيبَةٌ - حُجْرَةٌ - نَظَّارَةٌ - حِذَاءٌ - الْجَرِيدَةُ .

- (١) يَلْبَسُ أَشْرَفُ . . . . . وَالِدِهِ ، وَيُمْسِكُ . . . . . فِي يَدِهِ .  
 (٢) إِلَهَامُ تَدْخُلُ . . . . . أُمُّهَا .  
 (٣) إِلَهَامُ تَلْبَسُ . . . . . عَالِيَا وَتَحْمِلُ . . . . . أُمُّهَا .

3. Fill in the blanks with suitable objects and show their case endings:

- (١) فِي الْمَطَارِ رَأَى خَلِيلٌ . . . . . كَبِيرَةً .  
 (٢) نَشَاهَدُ . . . . . عَلَى الْمَسْرَحِ .  
 (٣) نَحْنُ نَسْمَعُ . . . . . مِنَ الرَّادِيُو .  
 (٤) وَنَقْرَأُ . . . . . فِي الْجَرِيدَةِ .  
 (٥) نَحْنُ نَتَعَلَّمُ . . . . . بِالرَّادِيُو .

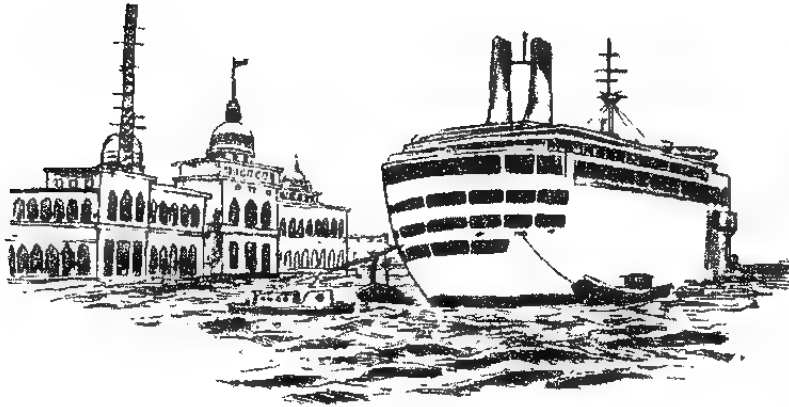
4. Make the object in the following sentence dual and then plural showing the case ending:

كَتَبَ نَبِيلٌ إِلَى عَمِّهِ خِطَاباً .

## الدُّرُسُ الثَّالِثُ وَالسَّبْعُونَ

Paddarsu ʕaaaliyu wassabʕuuna

Lesson Seventy-Three



### قَنَاةُ السُّوَيْسِ

qanaatu ssuwaysi

The Suez Canal

قَنَاةُ السُّوَيْسِ فِي أَرْضِ مِصْرَ .

qanaatu ssuwaysi fi ʔarḍi miṣra  
The Suez Canal is in the land of Egypt.

تَبْدَأُ الْقَنَاةُ مِنْ مِينَاءِ السُّوَيْسِ .

tabdaʔu lqanaatu min miinaaʔi ssuwaysi  
The Canal begins at the port of Suez.

مَدِينَةُ السُّوَيْسِ عَلَى الْبَحْرِ الْأَحْمَرِ .

madiinatu ssuwaysi ʕala lbaḥri lʔahmari  
The city of Suez is on the Red Sea.

تَمُرُّ الْقَنَاةُ بِالْبُحَيْرَاتِ الْمُرَّةِ ،

tamurru lqanaatu bilbuḥayraati lmurraṭi

The Canal passes through the Bitter Lakes,

وَتَنْتَهِي إِلَى مِينَاءِ بُورِ سَعِيدَ .

watantahii Pilaa miinaaʿi boorsaʿiida

and ends at the harbour of Port Said.

بُورِ سَعِيدُ عَلَى الْبَحْرِ الْمُتَوَسِّطِ .

boorsaʿiidu sala lbaḥri lmutawassiti

Port Said is on the Mediterranean Sea.

تَرْبِطُ الْقَنَاةُ الْبَحْرَ الْأَحْمَرَ بِالْبَحْرِ الْمُتَوَسِّطِ .

tarbitu lqanaatu lbaḥra lʾahmara bilbaḥri lmutawassiti

The Canal links the Red Sea with the Mediterranean Sea.

تَأْتِي السُّفُنُ إِلَى الْقَنَاةِ مِنْ بِلَادِ الْعَالَمِ الْمُخْتَلِفَةِ ،

taʿti ssufunu Pila lqanaati min bilaadi lʿaalami  
lmuxtalifati

Ships come to the Canal from the different  
countries of the world,

وَتَعْبُرُهَا فِي الْإِتِّجَاهَيْنِ ،

wataʿburuhaa fii littijaahayni

and cross it from either direction.

فَتَوْقِّرُ الْكَثِيرَ مِنَ الْوَقْتِ وَالْمَالِ .

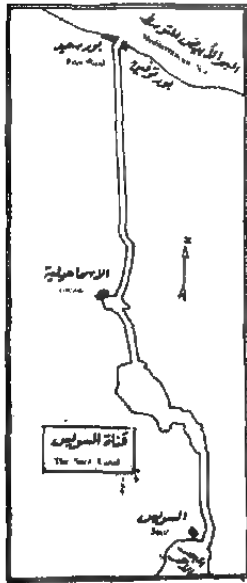
fatuwaffiru lkaḥiira mina lwaqti walmaali

So they (the ships) save much time and money.

قَنَاةُ السُّوَيْسِ نِعْمَةٌ عَلَى الْعَالَمِ .

qanaatu ssuwaysi niʿmatun sala lʿaalami

The Suez Canal is a blessing to the world.





حَفَرَ الْمِصْرِيُّونَ الْقَنَاةَ فِي الْقَرْنِ الْمَاضِي .

hafara lmisriyyuuna lqanaata fi lqarni lmaadii  
The Egyptians dug the Canal in the last century.

وَفِي حَفْرِهَا بَذَلَتْ مِصْرُ جُهْدًا كَبِيرًا ،

wafi hafrihaa baḍalat miṣru juhdan kabiiiran  
In digging the Canal, Egypt expended much effort,

وَفَقَدَتْ كَثِيرًا مِنَ الْمِصْرِيِّينَ .

wafaqadat kaḥiiran mina lmisriyyiina  
and lost many Egyptians .

وَلَكِنْ سَيَّطَرَتْ شَرِكَةُ أَجْنِبِيَّةٍ عَلَى الْقَنَاةِ ،

walaakin sayṭarat ṣarikatun fajnabiyyatun ṣala lqanaati  
But a foreign company dominated the Canal,

وَأَسْتَغْلَّتْهَا لِمَصْلَحَتِهَا .

wastagallathaa limaslahatihaa  
and exploited it for its own benefit.

وَفِي شَهْرِ يُولْيُو مِنْ عَامِ ١٩٥٦ أَمَمَتْ مِصْرُ شَرِكَةَ الْقَنَاةِ ، وَعَادَتْ  
الْقَنَاةُ إِلَى أَهْلِهَا .

wafi ṣahri yuulyuu min ṣaami palḥin watisimiṭatin wasittatin waxamsiina  
Pammamat miṣru ṣarikata lqanaati waṣaadati lqanaatu pilaa pahliaa  
In ( the month of ) July 1956, Egypt nationalized the Canal Company and the  
Canal returned to its people.



## GRAMMATICAL NOTES

## الملاحظات النحوية

1.

تَبَدَّأَ الْقَنَاةُ مِنْ مِينَاءِ السُّوَيْسِ .  
وَتَمَرَّتْ بِالْبُحَيْرَاتِ الْمُرَّةِ .  
وَتَنَتَّهَى إِلَى مِينَاءِ بُورِ سَعِيدَ .

These are three verbal sentences. Each consists of a verb, a subject and a complement consisting of a preposition and a noun.

The complement in the first sentence is ( مِنْ مِينَاءِ ), in the second ( بِالْبُحَيْرَاتِ ), and in the third ( إِلَى مِينَاءِ ) .

Note that the case ending of the noun after the preposition is ( الْكَسْرَةُ ) . This indicates that a preposition is followed by a noun in the genitive case.

2.

تَعَبَّرُ السُّفُنُ الْقَنَاةَ فِي الْإِتِّجَاهَيْنِ .

Note that the preposition in this sentence is ( فِي ) . The noun governed by the preposition is ( الْإِتِّجَاهَيْنِ ) . It is dual and is in the genitive case which is here indicated by ( الْيَاءُ ) in the ending (َيْنِ ) .

3.

فَقَدَتْ مِصْرُ كَثِيرًا مِنَ الْمِصْرِيِّينَ .

The preposition is ( مِنْ ) . The noun governed by it is ( الْمِصْرِيِّينَ ) . It is a sound masculine plural in the genitive case which is here indicated by ( الْيَاءُ ) in the ending (ِينَ ) .

Thus the genitive case of both the dual and the sound masculine plural is indicated by ( الْيَاءُ ) . But the genitive case of the broken plural and the sound feminine plural is indicated by ( الْكَسْرَةُ ) as in the singular.

Broken plural:

يَكْتُبُ التَّلَامِيذُ بِالْأَقْلَامِ .

Sound feminine plural:

نَشْتَرِي الْبَيْضَ مِنَ الْفَلَّاحَاتِ .

4. This lesson introduces two new prepositions. They are:

عَلَى ( عَلَى الْعَالَمِ )  
الَّامُ ( لِمَصْلَحَتِهَا ) .

## EXERCISES

## تمارين

1. Underline the preposition and the noun 'governed' by it in the following:  
(Revise lesson 42)

- (١) كَتَبَ نَبِيلٌ خِطَاباً إِلَى عَمِّهِ .  
(٢) أَلْصَقَ نَبِيلٌ طَائِعَ الْبَرِيدِ عَلَى الظَّرْفِ .  
(٣) وَضَعَ نَبِيلٌ الْخِطَابَ فِي الصُّنْدُوقِ .  
(٤) أَخَذَ سَاعِي الْبَرِيدِ الْخِطَابَ مِنَ الصُّنْدُوقِ .  
(٥) وَضَعَ سَاعِي الْبَرِيدِ الْخِطَابَاتِ فِي حَقِيْبَةٍ .

2. Complete each of the following sentences with a complement ( a preposition+ a noun) chosen from those given below:

مِنَ الصَّيْدَلِيَّةِ - فِي الْمَضْنَعِ - عَلَى الْمَائِدَةِ - مِنَ الْجَزَائِرِ - فِي الصَّبَاحِ

- (١) يَقْرَأُ أَبِي الْجَرِيْدَةَ . . . . .  
(٢) يَشْتَرِي سَالِمٌ اللَّحْمَ . . . . .  
(٣) تَعْمَلُ الْعَامِلَةُ . . . . .  
(٤) وَضَعْتُ أُخْتِي الطَّعَامَ . . . . .  
(٥) أَحْضَرَ الطَّبِيبُ الدَّوَاءَ . . . . .

3. Answer the following questions:

- (١) مِنْ أَيْنَ تَبْدَأُ قَنَاةُ السُّوَيْسِ ؟  
(٢) إِلَى أَيْنَ تَنْتَهِي ؟  
(٣) أَيْنَ مِينَاءُ بُورْ سَعِيدَ ؟

(٤) مَتَى حَفَرَ الْمِصْرِيُّونَ الْقَنَاةَ ؟

(٥) مَتَى عَادَتِ الْقَنَاةُ إِلَى مِصْرَ ؟

4. Show the case endings of the nouns governed by prepositions in the following sentences:

(١) ذَهَبَ سَالِمٌ وَأَسْرَتُهُ إِلَى الْبُرْجِ .

(٢) رَجَعَ الْعَمَالُ مِنَ الْمَصَانِعِ .

(٣) نَنْظُرُ إِلَى الْعَقْرَبَيْنِ فِي السَّاعَةِ لِنَعْرِفَ الْوَقْتَ .

(٤) سَلَّمَ الْمُودَعُونَ عَلَى الْمُسَافِرِينَ .

(٥) تُلَصِّقُ الطَّوَابِعُ عَلَى الْخِطَابَاتِ .

## الدَّرْسُ الرَّابِعُ وَالسَّبْعُونَ

Paddarsu rraabiṣu wassabṣuuna  
Lesson Seventy-Four



لَا تُصَاحِبِ الْكَذَّابَ

laa tuṣaaḥibi lkaḏḏaaba  
Do not accompany the liar.

خَرَجَ صَدِيقَانِ لِلصَّيْدِ صَبَاحًا .

ṣaraja ṣadiiqaani liṣṣaydi ṣabaahan  
Two friends went out to hunt in the morning.

وَحَمَلَ كُلُّ مِنْهُمَا سِلَاحَهُ فَوْقَ كَتِفِهِ .

waḥamala kullun minhumaa silaahahu fawqa katifihi  
Each one of them carried his weapon on his shoulder.

سَارَ الصَّدِيقَانِ حَتَّى الظُّهْرِ .

saara ṣṣadiiqaani hatta ḏḏuhri  
The two friends walked until noon.

ثُمَّ جَلَسَا يَسْتَرِيحَانِ تَحْتَ شَجَرَةٍ .

ṣumma jalasaa yastariihaani tahta ṣajaratin  
Then they sat down to rest under a tree.

تَكَلَّمَ أَحَدُهُمَا عَنْ شَجَاعَتِهِ مُدَّةً .

takallama ʔahaduhumaa ʕan ʕajaaʕatihi muddatan  
One of them talked about his courage for some time.

وَقَالَ إِنَّهُ لَا يَخَافُ أَبَدًا .

waqaala ʔinnahu laa yaʕaafu ʔabadan  
He said that he is never afraid.

وَفَجْأَةً طَلَعَ عَلَيْهِمَا دُبٌّ كَبِيرٌ .

wafajʔatan ʔalafa ʕalayhimaa dubbun kabiirun  
Suddenly a big bear came on to them.

جَرَى الصَّيَّادُ « الشُّجَاعُ » فَوْرًا ،

jara ʕʕayyaadu ʕʕujaaʕu fawran  
The « courageous » hunter ran away immediately,

وَصَعِدَ فَوْقَ شَجَرَةٍ عَالِيَةٍ .

waʕaʕida fawqa ʕajaratin ʕaaliyatin  
and climbed up a high tree.

وَبَقِيَ الصَّيَّادُ الْآخَرُ فِي مَكَانِهِ مُتَظَاهِرًا بِالْمَوْتِ .

wabaqiya ʕʕayyaadu ʔaaxaru fii makaanihi mutaʔaahiran bilmawti  
The other hunter remained in his place pretending to be dead.

وَالدَّبُّ لَا يَأْكُلُ الْمَيِّتَةَ .

waddubbu laa yaʔkulu lmaytata  
The bear does not eat the dead.

سَارَ الدَّبُّ نَحْوَ الصَّيَّادِ ، وَدَارَ حَوْلَهُ وَهُوَ يَشْمُهُ .

saara ddubbu nahwa ʕʕayyaadi wadaara hawlahu wahuwa yaʕammuhu  
The bear walked to the hunter and went around him sniffing at him.

وَبَعْدَ قَلِيلٍ تَرَكَهُ وَانْصَرَفَ .

wabaʕda qaliilin tarakahu wansarafa  
After a while it left him and went away.

وَنَزَلَ الصَّيَّادُ الْأَوَّلُ مِنَ الشَّجَرَةِ .

wanazala ṣṣayyaadu lṭawwalu mina ṣṣajarati  
The first hunter climbed down the tree.

وَسَأَلَ صَدِيقَهُ : مَاذَا قَالَ لَكَ الدُّبُّ ؟

wasʔala ṣadiiqahu maaḏaa qaala laka ddubbu  
He asked his friend, "What did the bear say to you ?"

قَالَ الصَّيَّادُ الثَّانِي : نَصَحَنِي الدُّبُّ وَقَالَ : لَا تُصَاحِبِ الْكَذَّابَ .

qaala ṣṣayyaadu ṭṭaani naṣaḥani ddubbu waqaala laa tuṣaahibi lkaḏḏaaba  
The other hunter said, " The bear advised me and said: do not accompany the liar. "

1. خَرَجَ صَدِيقَانِ صَبَاحاً . لَا يَخَافُ أَبَداً .

The word صَبَاحاً in the first sentence, and the word أَبَداً in the second indicate the time when the action took place. They are, therefore, adverbs of time.

Note that they are in the accusative case which is here indicated by (الْفَتْحَةُ).

2. حَمَلَ سِلَاحَهُ فَوْقَ كَتِفِهِ . يَسْتَرِيحَانِ تَحْتَ الشَّجَرَةِ

The word فَوْقَ in the first sentence and the word تَحْتَ in the second indicate the place where the action took place. They are, therefore, adverbs of place. Note that they are in the accusative case which is here indicated by (الْفَتْحَةُ).

3. Other adverbs of time and place which occurred in this lesson are:

Adverbs of time:	فَوْرًا	فَجْأَةً	مُدَّةً
Adverbs of place:		حَوْلَ	نَحْوَ



1. Fill in the blanks with suitable adverbs of place or adverbs of time:

- (١) تَكَلَّمَ أَحَدُهُمَا عَنْ شَجَاعَتِهِ . . . . .
- (٢) طَلَعَ عَلَيْهِمَا . . . . . دُبٌّ كَبِيرٌ .
- (٣) جَرَى الصَّيَّادُ الشَّجَاعُ . . . . .
- (٤) سَارَ الدُّبُّ . . . . . الصَّيَّادِ وَهُوَ يَشْمُهُ .
- (٥) . . . . . قَلِيلٍ تَرَكَهُ وَانْصَرَفَ .

2. Underline the adverbs of time in the following:

( This is to be done with reference to lesson 50.)

- (١) سَافَرْنَا إِلَى أُسْوَانَ يَوْمَ الْجُمُعَةِ مَسَاءً .
- (٢) وَوَصَلْنَا يَوْمَ السَّبْتِ ظُهْرًا .
- (٣) وَسَارَ بِنَا الْفَطَارُ لَيْلًا وَنَهَارًا .
- (٤) وَقَضَيْنَا فِي أُسْوَانَ أُسْبُوعًا .

3. Underline the adverbs of place in the following:

( This is to be done with reference to lesson 49.)

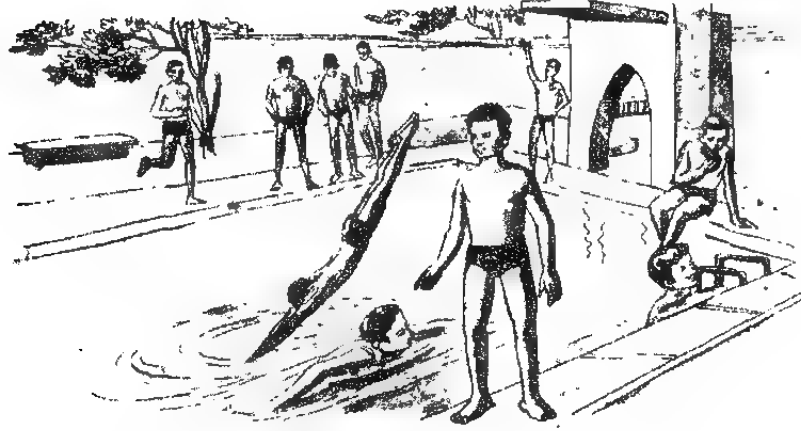
- (١) الْمَكْتَبُ أَمَامَ النَّافِذَةِ ، وَالْبَابُ أَمَامَ الْمَكْتَبِ .
- (٢) النَّافِذَةُ وَرَاءَ الْكُرْسِيِّ ، وَالْكُرْسِيُّ وَرَاءَ الْمَكْتَبِ .
- (٣) الْمَكْتَبَةُ يَمِينِ الْمَكْتَبِ ، وَالْمِنْضَدَةُ شِمَالِ الْمَكْتَبِ .
- (٤) الْمَكْتَبُ بَيْنَ الْكُرْسِيِّ وَالْبَابِ .
- (٥) صُنْدُوقُ الْمُهِمَلَاتِ تَحْتَ الْمَكْتَبِ .

4. Indicate the adverbs of time and place in the following:

- (١) أَلزَّهْرِيَّةُ فَوْقَ الْمِنْضَلَةِ .
- (٢) النَّافِذَةُ وَرَاءَ الْمَكْتَبِ .
- (٣) رَكِبْنَا الْبَاخِرَةَ صَبَاحاً .

## الدَّرْسُ الْخَامِسُ وَالسَّبْعُونَ

Paddarsu lxaamisu wassabfuuna  
Lesson Seventy-Five



فِي حَوْضِ السَّباحَةِ

fi hawḍi ssibaahati  
In the swimming pool

صَحَا نَبِيلٌ مِنْ نَوْمِهِ مُبَكَّرًا . سَيَذْهَبُ الْيَوْمَ إِلَى النَّادِي .

ṣahaa nabiilun min nawmihi mubakkiran sayadhabu lyawma Pila nnaadii  
Nabil woke up early. He will go to the club today.

وَدَقَّ الثَّلَاثِفُونُ . سَمِعَتْ نِهَادٌ رَنِينَهُ عَالِيًا .

wadaqqa ttilifoonu samiṣat nihaadu raniinahu ʿaaliyan  
The telephone rang. Nihad heard its ringing being loud.

جَرَتْ نِهَادٌ مُسْرِعَةً وَرَفَعَتْ السَّمَاعَةَ .

jarat nihaadu musriṣatan warafaṣati ssammaaṣata  
Nihad ran quickly and lifted the receiver.

الْمُتَكَلِّمُ عَادِلٌ صَدِيقُ نَبِيلٍ . سَمِعَتْ صَوْتَهُ وَاضِحًا .

Palmutakallimu ʿaadilun ṣadiiqu nabiilin samiṣat ṣawtahu waaḍihan  
It's Adel, Nabil's friend, speaking. ( Nihad ) heard his voice being clear.

عَادِلٌ : صَبَاحَ الْخَيْرِ يَا نِهَادُ . هَلْ خَرَجَ نَبِيلٌ ذَاهِبًا إِلَى النَّادِي ؟

Saadilun sabaaha lxaayri yaa nihaadu hal xaraja nabiilun daahiban Pila nnaadii  
Adel: « Good morning, Nihad. Has Nabil gone out going to the club ? »

نِهَادُ : لَا ، لَمْ يَخْرُجْ بَعْدُ . سَأُنَادِيهِ . اِنْتَظِرْ لِحِظَةً .

nihaadu laa lam yaxruj ba'du sa'unaadiihi Pintaadir lahdatan  
Nihad : « No, he has not gone out yet. I will call him. Just a minute (wait a moment ). »

نَبِيلٌ : صَبَاحَ الْخَيْرِ يَا عَادِلُ . أَسْتَعِدُّ الْآنَ لِلْخُرُوجِ . نَلْتَقِي فِي النَّادِي بَعْدَ نِصْفِ سَاعَةٍ .

nabiilun sabaaha lxaayri yaa Saadilu PastaSiddu lPaana lilxuruuji naltaqii  
fi nnaadii ba'da nisfi saaSatin  
Nabil : « Good morning, Adel . I am getting ready to go out . We will meet at the club in half an hour »

ذَهَبَ نَبِيلٌ إِلَى النَّادِي مَسْرُورًا . وَذَهَبَ عَادِلُ إِلَيْهِ سَعِيدًا .

dahaba nabiilun Pila nnaadii masruuran wadahaba Saadilun Pilayhi saSiidan  
Nabil went to the club being pleased. Adel went to it being happy.

هُمَا غُضَوَانِ قَدِيمَانِ فِي النَّادِي . وَهُمَا سَبَّاحَانِ مَاهِرَانِ .

humaa Sudwaani qadiimaani fi nnaadii wahumaa sabbaahaani maahiraani  
They are two old members in the club. They are two skilful swimmers.

وَقَفَ نَبِيلٌ وَعَادِلُ عَلَى حَافَةِ حَوْضِ السَّبَّاحَةِ .

waqafa nabiilun waSaadilun Salaa haafati hawdi ssibaahati  
Nabil and Adel stood on the edge of the swimming pool.

وَقَفَ الصَّدِيقَانِ مُتَاهِبَيْنِ .

waqafa ssadiiqaani mutaahhibayni  
The two friends stood ready.

وَاحِدٌ اِثْنَانِ ثَلَاثَةٌ . وَقَفَزَ الصَّدِيقَانِ إِلَى الْمَاءِ مُسْرِعَيْنِ .

waahidun Pinaani ealaaeatun waqafaza ssadiiqaani Pila lmaapi musriSayni  
One, two, three, and the two friends jumped into the water quickly.

تَسَابَقَ الصَّدِيقَانِ ، سَبَحَ كُلُّهُمَا نَشِيطًا .

tasaabaqa ṣṣadiiqāni sabaha kullun minhumaa naṣiitan  
The two friends raced. Each one of them swam actively.

سَبَقَ نَبِيلٌ صَاحِبَهُ . رَأَاهُ عَادِلٌ مُتَقَدِّمًا ، فَبَدَلَ الْجُهْدَ مُضَاعَفًا .

sabaqa nabiiun ṣaahibahu raʾaahu ʿaadiḷun mutaqaddiman fabaḍala ljuḥda mudaaʿafan

Nabil was ahead of his friend. Adel saw him advancing. He made a double effort.

ضَاقَتِ الْمَسَافَةُ بَيْنَهُمَا . وَأَدْرَكَ عَادِلٌ نَبِيلًا قَبْلَ نِهَآيَةِ السَّبَاقِ .

ḍaaqati lmasaafatu baynahumaa waʾadraka ʿaadiḷun nabiiḷan qabla nihaayati ṣsibaaqi

The distance between them narrowed. Adel caught up with Nabil before the end of the race.

خَرَجَا مِنْ حَوْضِ السَّبَاحَةِ فِي لَحْظَةٍ وَاحِدَةٍ .

ḥarajaa min ḥawḍi ṣsibaahati fii lahẓatin waahidatin

They came out of the swimming pool at the same moment.

اسْتَقْبَلَهُمَا الزَّمَلَاءُ مُصَفِّقِينَ .

istaqbalahu... ṣṣumalaaʿu muṣaffiqiina

Their mates received them applauding.

وَاسْتَقْبَلَتْهُمَا الزَّمِيلَاتُ مُصَفِّقَاتٍ .

wastaqbalathuma ṣṣamiilaatu muṣaffiqaatin

Their female mates received them applauding.

## GRAMMATICAL NOTES

الملاحظات النحوية

1. (a) ذَهَبَ نَبِيلٌ إِلَى النَّادِي مَسْرُوراً .

This is a verbal sentence. The subject is (نَبِيلٌ) and (مَسْرُوراً) indicates the state of Nabil when he went to the club. In other words, (مَسْرُوراً) indicates the state of the subject when he did the action expressed by the verb. Note that (نَبِيلٌ) and (مَسْرُوراً) agree in gender; both are masculine singular.

(b) جَرَتْ نِهَادٌ مُسْرِعَةً .

This is also a verbal sentence. The subject is (نِهَادٌ) and (مُسْرِعَةً) indicates the state of Nihad when she ran. In other words, (مُسْرِعَةً) indicates the state of the subject when she did the action expressed by the verb. Note that (نِهَادٌ) and (مُسْرِعَةً) agree in gender; both are feminine singular.

(c) سَمِعَتْ نِهَادٌ الرَّيِّينَ عَالِيًا .

This is a verbal sentence. The subject is (نِهَادٌ) and the direct object is (الرَّيِّينَ). The word (عَالِيًا) indicates the state or condition of (الرَّيِّينَ) when (نِهَادٌ) heard it. In other words, (عَالِيًا) indicates the state of the direct object.

(d) بَدَلَ عَادِلٌ الْجُهْدَ مُضَاعَفًا .

This is also a verbal sentence. The subject is (عَادِلٌ) and the direct object is (الْجُهْدَ). The word (مُضَاعَفًا) (doubled) indicates the state of (الْجُهْدَ) (effort) made by (عَادِلٌ), i.e. the state of the direct object.

2. The noun which indicates the state of the subject or direct object at the time the action takes place is called « accusative of state » ( **حَالٌ** ) ; it is always in the accusative. In the previous examples, the accusative case ending is ( **الْفَتْحَةُ** ) because the accusative of state is singular.

3. وَقَفَ الصَّدِيقَانِ مُتَاهِبَيْنِ - قَفَزَ الصَّدِيقَانِ مُسْرِعَيْنِ.

The nouns ( **مُتَاهِبَيْنِ** ) and ( **مُسْرِعَيْنِ** ) are accusatives of state. The accusative case ending is ( **ي** ) in the ending ( **يْنِ** ) because the accusative of state is dual.

4. اسْتَقْبَلَهُمَا الزَّمْلَاءُ مُصَفِّقِينَ - اسْتَقْبَلَتْهُمَا الزَّمِيلَاتُ مُصَفِّقَاتٍ.

The noun ( **مُصَفِّقِينَ** ) is an accusative of state. The case ending is ( **ي** ) in the ending ( **يْنِ** ) because the noun is a sound masculine plural. The noun ( **مُصَفِّقَاتٍ** ) is also an accusative of state but the case ending is ( **الْكَسْرَةُ** ) because the noun is a sound feminine plural.

## EXERCISES

## تمرينات

1. Indicate the accusative of state in each of the following sentences:

- (١) صَحَا نَبِيلٌ مُبَكَّرًا .
- (٢) سَمِعْتُ نِهَادَ الصَّوْتِ وَاضِحًا .
- (٣) ذَهَبَ عَادِلٌ إِلَى النَّادِي سَعِيدًا .
- (٤) هَلْ خَرَجَ نَبِيلٌ ذَاهِبًا إِلَى النَّادِي ؟

2. Fill in the blanks with suitable accusatives of state:

- (١) وَقَفَ نَبِيلٌ أَمَامَ حَوْضِ السَّبَاحَةِ . . . . .
- (٢) سَبَحَ كُلُّ مِنْهُمَا . . . . .
- (٣) رَأَى عَادِلٌ صَاحِبَهُ . . . . .

3. Fill in the blanks with suitable accusatives of state chosen from those given below:

مَسْرُورًا - جَمِيلَةً - وَاسِعًا - مُبَكَّرَاتٍ - مَفْتُوحَةً - مُتَعَبِينَ .

- (١) ذَهَبْتُ إِلَى الْمَسْرَحِ . . . . .
- (٢) رَأَى خَلِيلُ الْقَاهِرَةِ . . . . . مِنْ فَوْقِ الْبُرْجِ .
- (٣) رَجَعَ الْفَلَّاحُونَ مِنَ الْحَقْلِ . . . . .
- (٤) تَذَهَبُ الْعَامِلَاتُ إِلَى الْمَصْنَعِ . . . . .
- (٥) تَرُمُكْتُ النَّافِذَةَ . . . . . لِيَدْخُلَ الْهَوَاءُ .
- (٦) شَاهَدْتُ الْمَطَارَ . . . . .



4. Indicate the accusatives of state referring to the subject or the direct object in the following sentences:

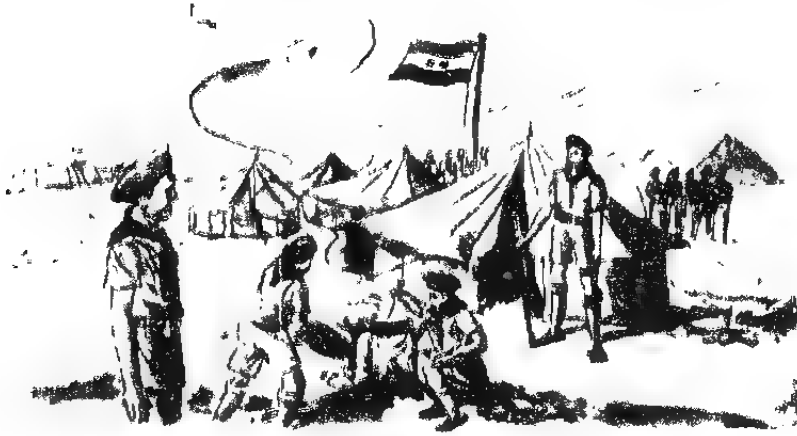
- (١) تَشْرَبُ وِدَادُ الشَّيْ سَاخِنًا .
- (٢) يَضْحَكُ نَبِيلٌ مَسْرُورًا .
- (٣) رَأَيْتُ الْبَجْعَةَ سَابِحَةً فِي الْبُحَيْرَةِ .
- (٤) يُغْنِي الْفَلَّاحُ سَعِيدًا .
- (٥) شَاهَدْنَا التَّمْثِيلِيَّةَ مَسْرُورِينَ .
- (٦) أَحَبُّ الْفَاكِهَةِ طَازِجَةٌ .

5. يَقْرَأُ التَّلْمِيزُ فِي الْفَصْلِ وَاقِفًا .

Make the subject ( التَّلْمِيزُ ) dual, then plural changing the form of the accusative of state ( وَاقِفًا ) accordingly.

## الدُّرُسُ السَّادِسُ وَالسَّبْعُونَ

Paddarsu ṣaadiḥu waṣṣabṣuuna  
Lesson Seventy-Six



### فَرِيقُ الْكَشَّافَةِ

farīqu ḥkaṣṣāfatī  
The boyscout troop

فِي مَدْرَسَةِ سَالِمٍ فَرَقٌ كَثِيرَةٌ .

fī madrasati ṣalīmīn firaqun kaṭīratun  
In Salīm's school there are many teams.

مِنْهَا فَرِيقُ التَّمَثِيلِ وَالْخَطَابَةِ ،

minhaa farīqu ṭtamēlīlī walḫaṭābatī  
They are the acting and elocution group,

وَفَرِيقُ الْكُرَةِ ، وَفَرِيقُ الْكَشَّافَةِ .

wafarīqu ḥkuratī wafarīqu ḥkaṣṣāfatī  
the football team and the boyscout troop.

انضمَّ نَبِيلٌ وَأَشْرَفُ إِلَى فَرِيقِ الْكَشَّافَةِ .

Ḥnaḡamma nabīlun waPaṣraṣu Ḥlla farīqu ḥkaṣṣāfatī  
Nabīl and Ashraf joined the boyscout troop.

تَعَلَّمَ نَبِيلٌ وَأَشْرَفُ مَبَادِيَّ الْكَشَافَةِ :

taṣallama nabillun waʔaʔrafu mabaadiʔa lkaʃaafati  
Nabil and Ashraf learnt the principles of boy scouts.

وَهِيَ طَاعَةُ الرُّؤَسَاءِ ، وَاحْتِرَامُ الْكِبَارِ ،

wahiya ṭaaʔatu rruʔasaaʔi waḥtiraamu lkibaari  
These are obeying the superiors, respecting the grown-ups.

وَمُسَاعَدَةُ الْفُقَرَاءِ وَالْمُحْتَاجِينَ .

wamusaʔadatu lfuqaraaʔi walmuhtaajilina  
and helping the poor and the needy.

عَسَكَرَ الْفَرِيقُ صَبَاحًا فِي صَحْرَاءِ الْهَرَمِ .

ʔaskara lʔarīqu ṣabaḥan fi ṣaḥraaʔi lḥarami  
The troop encamped in the Pyramid desert in the morning.

وَأَقْتَسَمَ الْأَعْضَاءُ الْعَمَلَ :

waqtaasama lʔaʔṣaaʔu lʔamala  
The members divided the work among themselves.

نَبِيلٌ وَأَشْرَفُ حَارِسَا الْمُعَسْكَرِ ،

nabillun waʔaʔrafu ḥaarisa lmuʔaskari  
Nabil and Ashraf were the guards of the camp.

وَأَحْمَدُ وَإِبْرَاهِيمُ وَعَلِيٌّ طَبَاخُو الْمُعَسْكَرِ .

waʔahmadu waʔibraahimu waʔaliyyun ṭabbaʔu lmuʔaskari  
Ahmad, Ibrahim and Ali were the cooks of the camp.

وَاخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِتَنْظِيفِ الْخِيَامِ ،

waḫtaara lmuʃrifu ʔuḍwayni litanḏilifi lḫiyami  
The supervisor chose two members to clean the tents.

وَعُضْوَيْنِ لِجَلْبِ الْمَاءِ وَالْحَطَبِ ،

waʔuḍwayni ljalbi lmaaʔi walḥaṭabi  
and two members to fetch water and wood for the fire.

وَعُضْوَيْنِ لِنَقْلِ الْخِطَابَاتِ .

wasudwayni linaqli l-xitaabaati  
and two members to carry letters.

وَعِنْدَ الظَّهْرِ عَسْكَرَ فَرِيقٍ آخَرَ بِجَوَارِهِمْ ،

wasinda ʔḏḏuhri ʔaskara fariiqun ʔaaxaru bijjiwaarihim  
At noon, another troop encamped near them,

وَتَعَارَفَ أَغْضَاءُ الْفَرِيقَيْنِ بَعْضُهُمْ بِبَعْضٍ .

wataʔaarafa ʔaʔḏasʔu lfariiqayni baʔḏuhum bibaʔdin  
and the members of the two troops got acquainted (with each other).

وَفِي الْمَسَاءِ فَرَغَ الْفَرِيقَانِ مِنْ أَعْمَالِ الْمُعَسْكَرَيْنِ ،

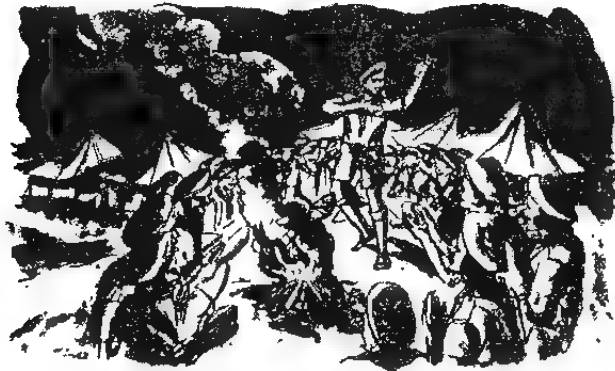
wafi lmasaaʔi faraga lfariiqaaani min ʔaʔmaali lmuʔaskarayni  
In the evening the troops finished camp work,

وَجَلَسَ الْجَمِيعُ حَوْلَ النَّارِ يَسْتَمُرُّونَ ،

wajalasa ljamiiʔu hawla nnaari yasmuruuna  
and they all sat around the fire to have fun;

وَقَضَوْا لَيْلَةً لَطِيفَةً مُنْتَعَةً .

waqadaw laylatan latiifatan muntisatan  
they spent a nice, pleasant evening.



1. عَسْكَرَ الْفَرِيقَانِ فِي صَحْرَاءِ الْهَرَمِ .

( الْهَرَمِ ) is a noun that specified the desert where the boyascouts encamped. Such a noun is called the genitive ( الْمُضَافُ إِلَيْهِ ) and the noun that precedes it ( صَحْرَاءِ ) is called the construct ( الْمُضَافُ ) .

Note that ( الْهَرَمِ ) is a singular noun in the genitive case which is indicated here by ( الْكَسْرَةُ ) .

Note also that the construct ( صَحْرَاءِ ) does not end by nunation (the sign of indefinite nouns), since it has become definite by annexation.

2. مِنْ مَبَادِي الْكُشَافَةِ طَاعَةُ الرُّسَاءِ .

The noun ( الرُّسَاءِ ) is the genitive of ( طَاعَةُ ) . It is a broken plural in the genitive case which is indicated here by ( الْكَسْرَةُ ) .

Note that the construct ( طَاعَةُ ) has no nunation.

3. اخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِتَقْلِ الْخِطَابَاتِ .

The noun ( الْخِطَابَاتِ ) is the genitive of ( تَقْلٍ ) . It is a sound feminine plural. It is in the genitive case which is indicated here by ( الْكَسْرَةُ ) .

Note that the construct ( تَقْلٍ ) has no nunation.

4. فَرَّغَ الْفَرِيقَانِ مِنْ أَعْمَالِ الْمُعَسْكَرَيْنِ .

The noun ( الْمُعَسْكَرَيْنِ ) is the genitive of ( أَعْمَالٍ ) . It is in the genitive case which is indicated here by ( الْيَاءُ ) in the ending ( يْنِ ) .

Note that the construct ( أَعْمَالٍ ) has no nunation.

3. مِنْ مَبَادِيهِ الْكُشَافَةِ مُسَاعِدَةُ الْمُحْتَاجِينَ .

The noun (الْمُحْتَاجِينَ) is the genitive of (مُسَاعِدَةُ) . It is in the genitive case which is indicated here by (الْيَاءُ) in the ending (يْنَ) . It is a sound masculine plural.

Note that the construct (مُسَاعِدَةُ) has no nunation.

6. نَبِيًّا وَأَشْرَفُ حَارِسًا الْمُعْسَكِرِ .

Note that the original form of the construct (حَارِسًا) is (حَارِسَانِ) ; it is a dual.

Since it stands in the construct with (الْمُعْسَكِرِ) , it has dropped its (نُونُ)

7. هُمْ طَبَّاخُو الْمُعْسَكِرِ .

Note that the original form of the construct (طَبَّاخُو) is (طَبَّاخُونَ) ; it is a sound masculine plural.

Being the construct of (الْمُعْسَكِرِ) , it has dropped its (نُونُ) .

8. The genitive case is indicated by (الْكَسْرَةُ) if it is:

- a) Singular as in example 1.
- b) Broken plural as in example 2.
- c) Sound feminine plural as in example 3.

The genitive is indicated by (الْيَاءُ) if it is:

- a) Dual as in example 4.
- b) Sound masculine plural as in example 5.

Nunation is dropped if the construct is singular, broken plural or sound feminine plural.

If the construct is dual or sound masculine plural (as in examples 6 and 7) the (نُونُ) of the dual and plural endings is dropped.

1. Indicate the construct and the genitive in the following sentences:

فِي مَدْرَسَةِ سَالِمٍ فِرْقٌ كَثِيرَةٌ .  
وَمِنْ فِرْقِ الْمَدْرَسَةِ فِرْقُ التَّمْثِيلِ .  
اخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِتَنْظِيمِ الْخِيَامِ .  
جَلَسَ أَعْضَاءُ الْمُتَسَكِّرِينَ حَوْلَ النَّارِ .

2. Supply the missing genitive in the following sentences:

مِنْ مَبَادِي . . . . . اخْتِرَامُ . . . . . وَمُسَاعَدَةُ . . . . .  
اخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِجَلْبِ . . . . . وَالْحَطَبِ .  
تَعَارَفَ أَعْضَاءُ . . . . .  
جَلَسَ الْجَمِيعُ حَوْلَ . . . . . يَسْمُرُونَ .

3. Fill in the blanks with suitable genitives chosen from the words given below.  
Indicate the case ending of the genitive:

الْبَابِ - الْمُهِمَلَاتِ - الْقَاهِرَةِ - الْبَقَالِ - الصَّبْدَلِيَّةِ - الْحَيَوَانِ - الصُّحُفِ

رَمَيْتُ الْوَرَقَ فِي صُنْدُوقِ . . . . .  
عَلَى بَابِ . . . . . لَأَفْتَهُ .  
فِي دُكَّانِ . . . . . سُكَّرٍ وَشَايٍ .  
شَاهَدَ خَلِيلٌ بُرْجَ . . . . . وَحَدِيقَةَ . . . . .  
بَالِغُ . . . . . يَدُقُّ جَرَسَ . . . . .

4. Fill in the blanks with suitable constructs chosen from the words given below.  
Make any necessary changes in the form of the construct:

فَلَّاحُونَ - عَقْرَبَانِ - طَابِع - ظِلٌّ - مِثْدَنَةٌ

- جَلَسَ مَحْمُودٌ فِي . . . . . الشَّجَرَةِ .  
 أَلْصَقَ نَبِيلٌ . . . . . الْبَرِيدِ عَلَى الظَّرْفِ .  
 . . . . . السَّاعَةِ يَدُورَانِ .  
 . . . . . الْقَرْيَةِ نَشِيطُونَ .  
 . . . . . الْجَامِعِ عَالِيَةٌ .



## الدَّرْسُ السَّابِعُ وَالسَّبْعُونَ

Paddarsu ssaabiḡu wassabḡuuna  
Lesson Seventy - Seven



### النَّحْلَةُ

Pannahlatu  
The Bee

### النَّحْلَةُ حَشْرَةٌ نَشِيطَةٌ .

Pannahlatu haḡaratun naḡiḡatun  
The bee is an active insect.

### وَهِيَ تَشْتَهَرُ بِالتَّعَاوُنِ وَالْإِدْخَارِ وَالشَّجَاعَةِ .

wahiya taḡtabiru bittaḡawuni waliddiḡari wallaḡaaḡati  
It is known for its cooperation, thrift and courage.

### وَتَعِيشُ النَّحْلَةُ فِي جَمَاعَةٍ مُنَظَّمَةٍ .

wataḡiḡu nnahlatu fi jamaaḡatin munaḡḡamatin  
The bee lives in an organized community.

### وَهَذِهِ الْجَمَاعَةُ تَتَكَوَّنُ مِنَ الْمَلِكَةِ وَالذُّكُورِ وَالْعُمَّالِ .

wahaḡiḡu l-jamaaḡatu tatakawwanu mina lmalikati waḡḡukuuri wallaḡmmaali  
This community consists of the queen, the drones and the workers.

وَكُلُّ نَحْلَةٍ تُؤَدِّي وَاجِبَهَا بِإِخْلَاصٍ وَنَشَاطٍ .

wakullu nahlatin tuʔaddi waajibahaa biʔixlaaṣin wanaṣaṭin  
Every bee performs its duty devotedly and actively.

فَالْمَلِكَةُ تَضَعُ الْبَيْضَ .

falmallikatu taḍaʕu lbayḍa  
The queen lays the eggs.

وَالذُّكُورُ تُلْقِحُ الْمَلِكَاتِ .

wadḍukuuru tulaqqihu lmalikaati  
The drones fertilize the queens.

وَالْعَمَالُ يَقُومُ بِالْعَمَلِ .

walʕummaalu taquumu bilʕamali  
The workers do the work.

تَقْضِي النَّحْلَةُ النَّهَارَ فِي الْحَدَائِقِ وَالْمَزَارِعِ سَعْيًا فِي جَمْعِ الْقُوتِ .

taqḍi nnahlatu nnahaara fi lḥadaaʔiqi walmazaariʔi saʕyan fi jamʕi lquuti  
The bee spends the day in the gardens and farms working hard to collect food.



وَتَسْقُطُ عَلَى الْأَزْهَارِ رَغْبَةً فِي امْتِنَاصِ رَحِيقِهَا .

watasquḍu ʕala lʔashaari ragbatan fi mtiṇaṣi rahiqlihaa

It falls on the flowers to suck their nectar.

ثُمَّ تَعُودُ إِلَى الْخَلِيَّةِ وَتُخْرِجُ الْعَسَلَ مِنْ بَطْنِهَا .

summa taʕuudu ʔila lḫaliyyati watuxriju lʕasala min baṭnihaa

Then it returns to the hive and secretes the honey from its abdomen.

وَتَضَعُ الْعَسَلَ فِي أَقْرَاصٍ مِنَ الشَّمْعِ حِفْظًا لَهُ .

wataḍaʕu lʕasala fi ʔaqrasi min ṣamʕi ḥifḍan lahu  
It puts the honey in wax combs to preserve it.

وَهَذِهِ الْأَقْرَاصُ لَهَا عَيُونٌ سُدَّاسِيَّةٌ مُنْتَظِمَةٌ .

wahaadhihi lʔaqrasu laha ʕuyunun suḍḍasiyyatun muntaḍimatun  
These combs have regular hexagonal cells.

تَخْزِنُ فِيهَا الْعَسَلَ أَمَلًا فِي اسْتِخْدَامِهِ وَنَمَتْ الْحَاجَةُ .

taxzinu fiha l'asala pamalan fi stixdaamihi waqta l'haajati

It stores the honey in them in the hope of using it in time of need.

وَيَبْنِي النُّحْلُ بُيُوتَهُ فِي الْجِبَالِ وَالشَّجَرِ .

wayabni nnaflu buyuutahu fi l'jibaali walshajari

The bees build their hives in mountains and trees.

وَالنُّحْلَةُ مُسَالِمَةٌ وَلَكِنَّهَا شَجَاعَةٌ .

wannahlatu musaalimatun walaakinnahaa kulaaqatun

The bee is peace-loving but courageous.

تَلْسَعُ مَنْ يَقْتَرِبُ مِنْ خَلِيَّتِهَا دِفَاعًا عَنْ نَفْسِهَا .

talaaфу man yaqtaribu min xaliyyatihaa difaaan ʻan nafsihaa

It stings whoever gets near to its hive in defence of itself.

وَيُرَبِّي النَّاسُ النُّحْلَ فِي خِلَافٍ طَمَعًا فِي عَسَلِهِ .

wayurabbi nnaasu nnafla fi xalaayaa ʻamaʻan fi ʻasalihi

People breed bees in hives in order to get their honey.

وَيَدْخُلُ شَمْعُ النُّحْلِ فِي بَعْضِ الصَّنَاعَاتِ .

wayadxulu ʻamaʻu nnafla fi baʻqil ʻaṣinaaʻaati

Bee wax is used in some industries.

وَيُلْقِحُ النُّحْلُ الْأَزْهَارَ .

wayulaqqihu nnaflu lʻazhaara

The bees pollinate flowers.

فَهُوَ يَحْمِلُ حُبُوبَ اللَّقَاحِ مِنْ زَهْرَةٍ إِلَى أُخْرَى .

fahuwa yahmilu hubuuba lʻlaqaabi min zahratin ilaa ʻuxraa

They carry the pollen from one flower to another.

فَالنُّحْلَةُ حَشْرَةٌ نَافِعَةٌ .

fannahlatu ḥaṣaratun naafiʻatun

The bee is a useful insect.

## GRAMMATICAL NOTES

الملاحظات النحوية

Read the following sentences:

1. تَسْقُطُ النَّحْلَةُ عَلَى الْأَزْهَارِ رَغْبَةً فِي امْتِنَاعِ رَحِيقِهَا .

Note that the word ( رَغْبَةً ) indicates the reason why the action expressed by the verb ( تَسْقُطُ ) is performed.

2. تَضَعُ النَّحْلَةُ الْعَسَلَ فِي أَقْرَاصِ الشَّمْعِ حِفْظًا لَهُ .

Note that the word ( حِفْظًا ) indicates the reason why the bee puts the honey in wax combs.

3. تَخْزِنُ النَّحْلَةُ الْعَسَلَ أَمْلًا فِي اسْتِخْدَامِهِ وَقْتَ الْحَاجَةِ .

Note that the word ( أَمْلًا ) indicates the reason why the bee stores the honey.

Each of the words ( رَغْبَةً - حِفْظًا - أَمْلًا ) indicates the reason why the action expressed by the verb is performed. It is, therefore, called the accusative of cause or reason ( الْمَفْعُولُ لِأَجْلِهِ ).

4. Note that the accusative of cause in each of these sentences is a noun. It is in the accusative case which is indicated here by ( الْفَتْحَةُ ) .

## 1. Answer the following questions:

- (أ) لِمَاذَا تَقْضِي النَّحْلَةُ النَّهَارَ فِي الْمَزَارِعِ وَالْحَدَائِقِ ؟  
 (ب) لِمَاذَا تَسْقُطُ النَّحْلَةُ عَلَى الْأَزْهَارِ ؟  
 (ج) لِمَاذَا تَضَعُ النَّحْلَةُ الْعَسَلَ فِي أَقْرَاصِ مِنَ الشَّمْعِ ؟  
 (د) لِمَاذَا يُرَبِّي النَّاسُ النَّحْلَ ؟  
 (هـ) لِمَاذَا تَلْسَعُ النَّحْلَةُ مَنْ يَقْتَرِبُ مِنْ خَلِيَّتِهَا ؟

## 2. Fill in the blanks with suitable accusatives of cause:

- (أ) تَسْقُطُ النَّحْلَةُ عَلَى الْأَزْهَارِ . . . . . فِي امْتِنَاصِ رَحِيقِهَا .  
 (ب) تَضَعُ النَّحْلَةُ الْعَسَلَ فِي الْأَقْرَاصِ . . . . . لَهُ .  
 (ج) تَلْسَعُ النَّحْلَةُ مَنْ يَقْتَرِبُ مِنْ خَلَايَاهَا . . . . . عَنْ نَفْسِهَا .  
 (د) يُرَبِّي النَّاسُ النَّحْلَ فِي خَلَايَا . . . . . فِي عَسَلِهِ .

## 3. Insert the following words in their appropriate places:

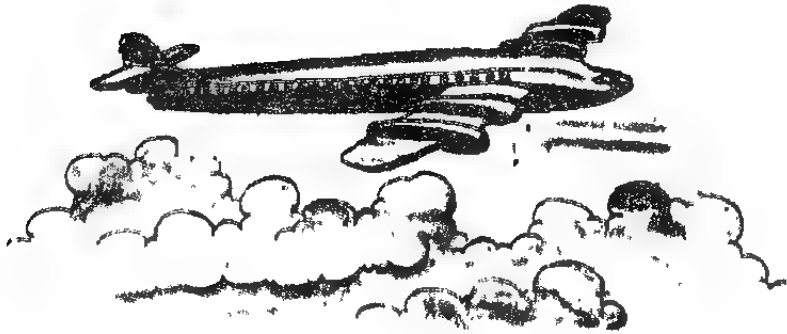
طَاعَةٌ - رَغْبَةٌ - حِفْظًا

- (أ) نَسَمِعُ دُرُوسَ اللُّغَةِ الْعَرَبِيَّةِ مِنَ الرَّادِّيُو . . . . . فِي تَعَلُّمِهَا .  
 (ب) أَصَلَّى فِي الْمَسْجِدِ . . . . . لِلَّهِ .  
 (ج) أَضَعُ كُتُبِي فِي الْحَقِيبَةِ . . . . . لَهَا .

## 4. Fill in the blanks with suitable accusatives of cause chosen from those in brackets:

- (أ) أَحْمِلُ السَّاعَةَ . . . . . فِي مَعْرِفَةِ الْوَقْتِ . (خَوْفًا - رَغْبَةً - حِفْظًا)  
 (ب) يَقِفُ التَّلَامِيذُ . . . . . لِلْمُعَلِّمِ . (أَمَلًا - طَاعَةً - احْتِرَامًا)  
 (ج) نَقْرَأُ الصُّحُفَ . . . . . فِي مَعْرِفَةِ الْأَخْبَارِ . (احْتِرَامًا - رَغْبَةً - خَوْفًا)  
 (د) لَا يَنْعَبِرُ الشَّارِعَ عِنْدَ رُؤْيَةِ النُّورِ الْأَحْمَرِ . . . . . مِنَ الْخَطَرِ . (طَاعَةً - أَمَلًا - خَوْفًا)

الدُّرُسُ الثَّامِنُ وَالسَّبْعُونَ  
Paddaruṣṣaminu wasṣabʿuuna  
Lesson Seventy-Eight



الطَّائِرَةُ  
PaṭṭaṣṢiratu  
The Aeroplane

هَلْ رَكِبْتَ الطَّائِرَةَ فِي يَوْمٍ مِنَ الْأَيَّامِ ؟

hal rakibta ṭṭaṣṢirata fi yawmin mina lʿayyami  
Have you ever been in an aeroplane ?

وَهَلْ رَأَيْتَهَا تَرْتَفِعُ فِي السَّمَاءِ ؟

wahal raʿaytaha tartafiʿu fi ssamaʿi  
Have you seen it go up in the sky,

وَتَطْوِي الْبِلَادَ وَالْبَحَارَ طَيًّا ؟

wataṭwi lʿbilada walbiḥara ṭayyan  
and fly speedily across lands and seas ?

هَلْ سَمِعْتَهَا تَزِيرُ أَزِيرَ النُّحْلَةِ ؟

hal samitaha taʿizza Pazilza nnahlati  
Have you heard it buzz like a bee,

وَتُحَلِّقُ فَوْقَ الْمَطَارِ تَحْلِيْقَ النَّسْرِ ،

watuhalliqu fawqa lmaṭaari taḥliqa nnaari  
fly over the airport like an eagle.

ثُمَّ تَهْبِطُ إِلَى الْمَطَارِ فِي سَلَامٍ ؟

umma taḥbiṣu ʔila lmaṭaari fi salaamin  
and then land in the airport safely ?

الطَّائِرَاتُ فِي زَمَنِ السَّلَامِ نِعْمَةٌ عَظِيمَةٌ .

ʔaṭṭaaʔiraatu fi zamani salmi niʕmatun ʕaḍīmatun  
Aeroplanes are a great blessing in time of peace.

وَهُنَّ تَخْدُمُ النَّاسَ خِدْمَةً جَلِيلَةً .

wahya taxdumu nnaasa xidmatan jallīlatan  
They render people a great service.

فَهُنَّ تُقَرِّبُ الْمَسَافَاتِ ، وَتَنْقُلُ الْمُسَافِرِينَ ،

ʔahya tuqarribu lmasaʕaʕati watanqulu lmuṣaaʕirīna  
They shorten distances, carry passengers,

وَتَحْمِلُ الْبَضَائِعَ وَالرَّسَائِلَ .

wataḥmilu lbaḍaaʔiʕa warrasaʕiʔi  
and carry goods and mail.

وَالطَّائِرَاتُ فِي زَمَنِ الْحَرْبِ شَرٌّ عَظِيمٌ .

waṭṭaaʔiraatu fi zaman lharbi šarun ʕaḍīmun  
Aeroplanes are a great evil in time of war.



فَهُنَّ تَهْدِمُ الْمُدُنَ وَالْقُرَى هَدْمًا ،

ʔahya taḥdimu lmuduna walquraa hadman  
They demolish cities and villages heavily.

وَتُخَرِّبُ الْبِلَادَ الْغَامِرَةَ تَخْرِيبًا ،

watuxarribu lbilaada lgaamirata taxriban  
ruin inhabited countries badly,

وَتُدْمِرُ الْمَزَارِعَ وَالْمَصَانِعَ تَدْمِيرًا .

watudammiru lmazaariṣa walmaṣaanīṣa tadmiiran  
and destroy farms and factories terribly.

تَقَدَّمَ الطَّيْرَانُ تَقَدُّمًا عَظِيمًا ،

taqaddama ttayaraanu taqadduman ṣaḍiiman  
Flying has made an enormous progress,

وَقَفَزَ إِلَى الْأَمَامِ قَفْزَةً كَبِيرَةً .

waqafaza ṣila lṣamaami qafzatan kabiiratan  
and has jumped a big step forwards.

وَالْيَوْمَ يُحَاوِلُ الْإِنْسَانُ غَزْوَ الْفَضَاءِ ،

walyawma yuhaawilu lṛinsaanu gazwa lfaḍaaʿi  
Nowadays man is trying to invade space,

وَقَدْ نَجَحَ فِي ذَلِكَ نَجَاحًا عَظِيمًا .

waqad najaha fi ḍaalika najaaḥan ṣaḍiiman  
and has achieved great success in this respect.



1. تَهْدِمُ الطَّائِرَاتُ الْمُدُنَ هَذَا .  
تُخَرِّبُ الطَّائِرَاتُ الْبِلَادَ تَخْرِيْبًا .

Each of these two sentences consists of a verb, a subject, an object and a complement which is underlined.

Note that this complement is a noun derived from the verb-root.

In the first sentence the verb is ( تَهْدِمُ ) and the noun is ( هَذَا ) ;

in the second sentence the verb is ( تُخَرِّبُ ) and the noun is ( تَخْرِيْبًا ) .

Note that this noun emphasizes the verb. It is called the absolute accusative ( الْمَفْعُولُ الْمُطْلَقُ ) . It is always in the accusative case which is indicated here by ( الْفَتْحَةُ ) .

2. تَنْزُ الطَّائِرَةُ أَزِيْرَ النَّحْلَةِ .  
تَقْدَمُ الطَّيْرَانُ تَقْدَمًا عَظِيْمًا .

The absolute accusative in the first sentence is ( أَزِيْرَ ) and in the second ( تَقْدَمًا ) .

Note that it indicates the kind of the verb. In the first sentence it indicates that the buzz of the aeroplane is of the same kind as that of the bee. In the second sentence it indicates that the progress made is great.

The absolute accusative in these two sentences is also in the accusative case.

## EXERCISES

## تمرينات

1. Indicate the absolute accusative in the following sentences. Then state its function:

- (أ) الطائيرة تطوى البلاد والبحار طياً .  
 (ب) تخلق فوق المطار تخليق النسر .  
 (ج) وهي تخدم الناس خدمة جليلة .  
 (د) وتدمر المزارع والمصانع تدميراً .  
 (هـ) قفز الطيران إلى الأمام قفزة كبيرة .  
 (و) نجح الإنسان في غزو الفضاء نجاحاً عظيماً .

2. Fill in the blanks with suitable absolute accusatives:

- (لعباً - حباً - ضحكاً - فرحاً - تقليداً)  
 (أ) فرح خليل بزيارة الأهرام . . . . .  
 (ب) نيل يلعب في الحديقة . . . . .  
 (ج) الفرد يحب أن يقلد الإنسان . . . . .  
 (د) أحب أسرتي . . . . . شديداً .  
 (هـ) ولد نهاد يضحك . . . . . عالياً .

3. Fill in the blanks with suitable absolute accusatives chosen from those in brackets:

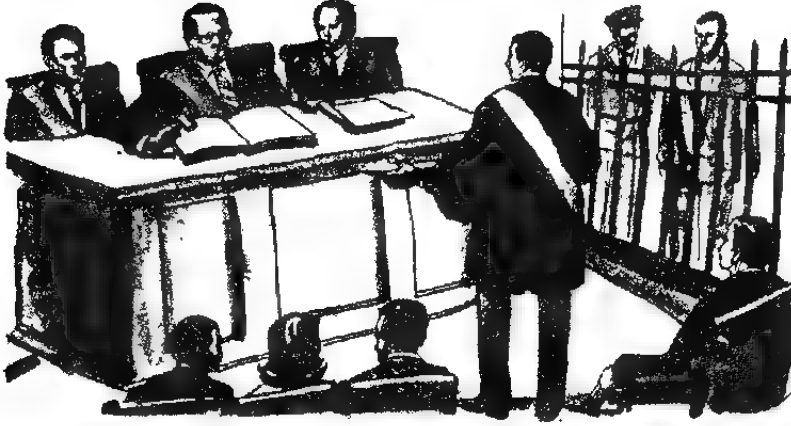
- (أ) رفع الخادم ستارة النافذة . . . . . (سرياً - رفعاً - هداماً)  
 (ب) دخل نور الشمس إلى الحجرة . . . . . (ثقلًا - دخولًا - أزيماً)  
 (ج) يسير القطار . . . . . سريعاً. (رفعاً - سرياً - ثقلًا)  
 (د) تنقل الطائيرة المسافرين . . . . . (فرحاً - سرياً - ثقلًا)

4. Use the verb and the absolute accusative in each of the following brackets in a complete sentence:

(رَفَعَ.....رَفَعًا) - (وَضَعَ.....وَضْعًا) - (صَاحَ.....صِيَاحًا)

## الدَّرْسُ التَّاسِعُ وَالسَّبْعُونَ

ʔaddarsu ttaasiʔu wassabʔuuna  
Lesson Seventy-Nine



### القَاضِي

ʔalqaadʔii  
The Judge

القَاضِي عَادِلٌ . القَاضِي عَادِلٌ فِي الحُكْمِ .

ʔalqaadʔii ʔaadilun ʔalqaadʔii ʔaadilun fi lhukmi  
The judge is fair. The judge is fair in judgement.

يَعْدِلُ القَاضِي . يَعْدِلُ القَاضِي فِي الحُكْمِ . يَحْكُمُ القَاضِي بِالْعَدْلِ .

yaʔdilul qaadʔii yaʔdilul qaadʔii fi lhukmi yahkumu qaadʔii bilʔadli  
The judge judges fairly. The judge is fair in judgement. The judge judges with fairness.

القُضَاةُ عَادِلُونَ . يَعْدِلُ القُضَاةُ بَيْنَ النَّاسِ .

ʔalquḍaatu ʔaadiluuna yaʔdilul quḍaatu bayna nnaasi  
The judges are fair. The judges judge fairly among people.

يَعْدِلُ الْقَاضِي خَوْفًا مِنَ اللَّهِ . يَعْدِلُ الْقَاضِي اخْتِرَامًا لِلْقَانُونِ .

yaʕdilu lqaadii xawfan mina llaahi yaʕdilu lqaadii htiraaman lilqaanuuni  
The judge judges fairly for fear of god. The judge judges fairly for respect of law.

الْمُتَّهَمُ أَمَامَ الْقَاضِي .

ʔalmuttahamu ʔamaama lqaadii  
The accused (stands) before the judge.

الْقَضِيَّةُ مَعْرُوضَةٌ عَلَى الْقَاضِي . أَمَامَ الْقَاضِي مَلَفُ الْقَضِيَّةِ .

ʔalqadiyyatu maʕruuḍatun ʕala lqaadii ʔamaama lqaadii malaffu lqadiyyati  
The case is put to the judge. The file of the case is in front of the judge.

لِلْمُتَّهَمِ مُحَامٍ . الْمُحَامِي يُدَافِعُ عَنِ الْمُتَّهَمِينَ .

lilmuttahami muhaamin ʔalmuhaamii yudaʕḍu ʕani lmuttahiina  
The accused has a lawyer. The lawyer defends the accused.

الْكَلِمَةُ الْآنَ لِلْمُحَامِي . دَافَعَ الْمُحَامِي عَنِ الْمُتَّهَمِ .

ʔalkalimu lʔana lilmuḥami . daʕaḍa lmuhaamii ʕani lmuttahami  
Now the word is for the lawyer. The lawyer defended the accused.



دَافَعَ الْمُحَامِي طَالِبًا الْبَرَاءَةَ .

daʕaḍa lmuhaamii ʔaʕtibani lbaraʔata  
The lawyer defended asking for acquittance.

اسْتَشْهَدَ الْمُحَامِي بِالشُّهُودِ ، وَأَوْرَدَ الْأَدِلَّةَ

ʔistaʕhada lmuhaamii bilshuḥudi waʔawrada lʔadillata  
The lawyer called the witnesses and presented proofs.

دَافَعَ الْمُحَامِي مُدَّةً طَوِيلَةً . اقْتَنَعَ الْقَاضِي بِبَرَاءَةِ الْمُتَّهَمِ .

daʕaḍa lmuhaamii muddatan ʔawiilatan ʔiqṭanaʕa lqaadii bibaraaʔati lmuttahami  
The lawyer defended (the accused) for a long time. The judge was convinced of the innocence of the accused.

الشُّهُودُ صَالِحُونَ ، وَالْأَدِلَّةُ قَوِيَّةٌ .

Paḥḥuudu ṣaaliḥuuna walʾadillatu qawīyyatun  
The witnesses are qualified and the proofs are strong.

حَكَمَ الْقَاضِي بِالْبَرَاءَةِ . بَرَأَ الْقَاضِي الْمُتَّهَمَ .

hakama lqaaḍi bilbaraaʾati barraʾa lqaaḍi lmuttahama  
The judge pronounced a non-guilty sentence. The judge acquitted the accused.

هَلَّلَ الْبَرِيُّ مَسْرُورًا .

hallala lbariḥu māsuuran  
The acquitted rejoiced happily.

الْبَرِيُّ سَعِيدٌ . وَالْمُحَامِي سَعِيدٌ . هُمَا سَعِيدَانِ .

Palbariḥu saʿīdun walmuḥami saʿīdun humaa saʿīdaani  
The acquitted is happy. The lawyer is happy. Both are happy.

غَادَرَا قَاعَ الْمَحْكَمَةِ سَعِيدَيْنِ .

gaḍaraa qaafata lmaḥkamati saʿīdayni  
They both left the law court happily.

قَالَ اللَّهُ تَعَالَى ( سُورَةُ الْمَائِدَةِ - آيَةُ ٤٢ ) :

qala llahu taʿaalaa suuratu lmaʾidaṭi Paḥḥayatu ʿaaaniyatu walʾarbaʿuuna  
God (may He be exalted) has said ( The Table, verse 42 ):

« وَإِنْ حَكَمْتَ فَاحْكُم بَيْنَهُم بِالْقِسْطِ إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِينَ . »

waʾin ḥakamta faḥkum baynahum bilqisṭi Pinna llahaḥ yuḥibbu muqṣiṭīna  
« But if thou judgest, then judge between them with justice, verily, God loves the just. »

## 1. الْقَاضِي حَادِلٌ . يَغْدِلُ الْقَاضِي .

The first sentence is nominal. It consists of a subject and a predicate.

The second sentence is verbal. It consists of a verb and a subject.

Each of the nominal subject, the predicate and the verbal subject is in the nominative case. The nominative case is indicated here by (الْفُضَّةُ) since the pertinent noun is singular. However, the nominative case ending (الْفُضَّةُ) of the subject (الْقَاضِي) is not explicit for phonetic reasons.

## 2. مِمَّا سَعِيدَانِ . وَقَفَ الْمُتَّهَمَانِ أَمَامَ الْقَاضِي .

In the first sentence, the predicate is (سَعِيدَانِ). It is in the nominative case indicated here by (الْأَلِفُ) since it is a dual.

In the second sentence, the subject is (الْمُتَّهَمَانِ). It is in the nominative case indicated here by (الْأَلِفُ) since it is a dual.

## 3. الْقَضَاءُ حَادِلُونَ . يُدَافِعُ الْمُحَامِلُونَ عَنِ الْمُتَّهَمِينَ .

In the first sentence the subject is (الْقَضَاءُ). It is a broken plural in the nominative case which is indicated here by (الْفُضَّةُ). The predicate is (حَادِلُونَ). It is a sound masculine plural in the nominative case which is indicated here by (الْوَاوُ).

In the second sentence the subject is (الْمُحَامِلُونَ). It is a sound masculine plural in the nominative case which is indicated here by (الْوَاوُ).

## 4. الْمُتَّهَمُ أَمَامَ الْقَاضِي . الْكَلِمَةُ لِلْمُحَايِ .

In the first sentence the subject is (الْمُتَّهَمُ), and the predicate is the adverb of place (أَمَامَ).

In the second sentence, the subject is (الْكَلِمَةُ), and the predicate is the prepositional phrase (لِلْمُحَامِي) (preposition لِ + genitive الْمُحَامِي).

5. أَمَامَ الْقَاضِي الْمَلْفُ . لِلْمُتَّهَمِ مُحَامٍ .

In the first sentence, the predicate, which is the adverb of place (أَمَامَ), precedes the subject (الْمَلْفُ).

In the second sentence, the predicate which is the prepositional phrase (لِلْمُتَّهَمِ) precedes the subject (مُحَامٍ).

Such predicates may precede the subject if the latter is definite as (الْمَلْفُ) in the first sentence. So we can equally say:

أَمَامَ الْقَاضِي الْمَلْفُ . الْمَلْفُ أَمَامَ الْقَاضِي .

However, these predicates must precede the subject if the latter is indefinite as in the second sentence. So we can only say: لِلْمُتَّهَمِ مُحَامٍ .

6. بَرَأَ الْقَاضِي الْمُتَّهَمَ . أَوْرَدَ الْمُحَامِي الْأَدْلَةَ .

The noun (الْمُتَّهَمَ) in the first sentence and (الْأَدْلَةَ) in the second are direct objects. The direct object is in the accusative case which is indicated by (الْفَتْحَةُ) in the first sentence since the noun is a singular and also by (الْفَتْحَةُ) in the second since the noun is a broken plural.

7. دَافَعَ الْمُحَامِي دِفَاعاً .

The noun (دِفَاعاً) is an absolute accusative emphasizing the verb (دَافَعَ). It is in the accusative case indicated by (الْفَتْحَةُ).

8. يَعْدِلُ الْقَاضِي خَوْفاً مِنَ اللَّهِ . يَعْدِلُ الْقَاضِي اخْتِراماً لِلْقَانُونِ .

The nouns (خَوْفاً) and (اخْتِراماً) are accusatives of cause or reason.



They indicate the reason why the action expressed by the verb takes place. They are in the accusative case indicated by ( **الْفَتْحَةُ** ) .

9. هَلَّلَ الْبَرِيُّ مَسْرُورًا .

غَادَرَ الْبَرِيُّ وَالْمُحَامِي الْقَاعَةَ سَعِيدَيْنِ .

The nouns ( **مَسْرُورًا** ) and ( **سَعِيدَيْنِ** ) are accusatives of state which indicate the state of the subject when the action takes place. The accusative of state is in the accusative case. This is indicated by ( **الْفَتْحَةُ** ) in the first sentence since the noun ( **مَسْرُورًا** ) is a singular, and by ( **الْيَاءُ** ) in the second since the noun ( **سَعِيدَيْنِ** ) is a dual.

10. يَحْكُمُ الْقَاضِي بِالْعَدْلِ . يَعْدِلُ الْقَاضِي بَيْنَ النَّاسِ

In the first sentence the prepositional phrase ( **بِالْعَدْلِ** ) is related to the verb ( **يَحْكُمُ** ) . In the second sentence the adverb ( **بَيْنَ** ) is related to the verb ( **يَعْدِلُ** ) .

## EXERCISES

## تمرينات

1. Complete the following nominal sentences with suitable predicates and indicate the case endings of these predicates:

- أ - الْقَاضِي . . . . . فِي الْحُكْمِ .  
 ب - الْبَرِيُّ سَعِيدٌ ، وَالْمُحَامِي . . . . . هُمَا . . . . .  
 ج - الْقَضِيَّةُ . . . . . عَلَى الْقَاضِي .  
 د - الشُّهُودُ . . . . . وَالْأَدْلَةُ . . . . .

2. Complete the following verbal sentences with suitable subjects and indicate the case endings of these subjects:

- أ - اقْتَنَعَ . . . . . بِبَرَاءَةِ الْمُتَّهِمِ .  
 ب - دَافَعَ . . . . . عَنِ الْمُتَّهِمِ .  
 ج - هَلَّلَ . . . . . مَسْرُورًا .

3. Indicate the kind of the underlined accusative in each of the following sentences:

- أ - دَافَعَ الْمُحَامِي طَالِبًا الْبَرَاءَةَ .  
 ب - دَافَعَ الْمُحَامِي مُدَّةً طَوِيلَةً .  
 ج - اقْتَنَعَ الْقَاضِي اقْتِنَاعًا .  
 د - غَادَرَ الْبَرِيُّ قَاعَةَ الْمَحْكَمَةِ .

4. Underline the prepositional phrase in each of the following sentences and indicate the genitive ending:

- أ - يُدَافِعُ الْمُحَامُونَ عَنِ الْمُتَّهِمِينَ .  
 ب - اسْتَشْهَدَ الْمُحَامِي بِالشُّهُودِ .  
 ج - يَغْدِلُ الْقَاضِي فِي الْحُكْمِ .  
 د - حَكَّمَ الْقَاضِي بِالْبَرَاءَةِ .

5. Change the subject into a dual and make any necessary changes:

هَلَّلَ الْبَرَىءَ مَسْرُورًا .

6. Make the direct object a dual and then a sound masculine plural:

بَرَّ الْقَاضِيَ الْمُتَّهِمَ .



GLOSSARY  
PART TWO

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
١١	two ears	أُذُنَانِ		٥٢	another	آخَرُ	١
٤٤	the land ( of Egypt )	أَرْضُ (مِصْرَ)		٨٤	verse	آيَةٌ	
٧٦	buzz	أَزِيرُ		٥٢	ever	أَبَدًا	
٧٣	using it (masc.)	اسْتِخْدَامُهُ		٦٥	Ibrahim	إِبْرَاهِيمُ	
٨٣	he called (the... witnesses )	اسْتَشْهَدَ		٤٥	two directions ( genitive)	اِتِّجَاهَيْنِ	
٢٠	it ( masc. ) managed to	اسْتَطَاعَ		٤٦	foreign (fem.)	أَجْنِبِيَّةٌ	
٥٨	I am getting ready	أَسْتَعِدُّ		٦٥	respect	إِحْتِرَامٌ	
٤٦	it (fem.) exploited it ( fem. )	اسْتَغْلَتَهَا		٥٢	one of them (dual)	أَحَدُهُمَا	
٣٨	he received	اسْتَقْبَلَ		١٨	it ( masc. ) felt	أَحْسَ	
٥٩	(their female mates) received them ( dual )	اسْتَقْبَلَتْهُمَا		٨٤	judge(imperative)	أَحْكُمْ	
٥٩	( their mates ) received them ( dual ) , masc	اسْتَقْبَلَهُمَا		٦٥	he chose	اخْتَارَ	
٣١	(the parents ) woke up	اسْتَيْقَظَ		١٩	I have erred	أَخْطَأْتُ	
٣١	it (fem.) woke up	اسْتَيْقَظَتْ		٧٢	devotion	إِخْلَاصٌ	
٣١	families	أَسْرٌ		٧١	thrift	إِدْخَارٌ	
١١	teeth	أَسْنَانٌ		٥٩	he caught up with	أَذْرَكَ	
١٨	its (masc.) teeth	أَسْنَانُهُ		٣٧	I invite	أَدْعُو	
١	It is morning	أَشْرَقَ الصَّبَاحُ		٨٣	proofs	أَدَلَّةٌ	

( الكتاب الثاني ج ١ ٢ - انجليزية )

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٧٢	sucking (to suck)	اِمْتَصَّصَ		٣٩	she lit	اَشْمَعَلَتْ	
٧٣	hope	اَمَلُ		٢٥	voices	اَصْوَاتُ	
٤٦	it (fem.) nationalized	اَمَّنَتْ		٣٩	he blew off	اَطْفَأَ	
٣١	it (masc.) has spread	اِنْتَشَرَ		١٨	grass	اَعْشَابُ	
٥٢	it (masc.) went away	اِنْصَرَفَ		٦٥	members	اَعْضَاءُ	
٦٤	(Nabil and Ashraf) joined	اِنْضَمَّ		٦٦	work	اَعْمَالُ	
١٢	tunes	اَنْغَامُ		٣٢	her work	اَعْمَالُهَا	
٥٢	that (conjunction)	اِنَّهٗ		٣٢	members	اَفْرَادُ	
٤	people	اَهْلُ		٦٥	(the members) divided	اِفْتَسَمَ	
٤٦	its (fem.) people	اَهْلُهَا		٨٣	he was convinced	اِقْتَنَعَ	
٣٧	I would like to	اَوْدُ		٧٢	(wax) combs	اَقْرَاصُ	
٨٣	he presented	اَوْرَدَ		٣٩	they ate	اَكَلُوا	
٩	descriptions	اَوْصَافُ		٢٠	not	اَلَّا	
١١	protruding (fem. dual, nominative)	بَارِزَتَانِ	ب	٣٨	tunes	اَلْحَانَ	
٧٦	seas	بِحَارُ		٣٩	games	اَلْعَابُ	
٤٤	the Red Sea	اَلْبَحْرُ الْاَحْمَرُ		٨٤	God	اَللهُ	
٤٥	the Mediterra- nean Sea	اَلْبَحْرُ الْمُتَوَسِّطُ		٧٨	forwards	(إِلَى) الْأَمَامِ	
٤٥	lakes	بُحَيْرَاتُ		١١	fore (legs) (fem.)	أَمَامَيْتَانِ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٧٧	flying	تَحْلِيْقٌ		٤٦	it ( fem. ) expended	بَذَلَتْ	
٧٧	they (fem.)render service	تَخْدُمُ		٨٣	acquittance	بَرَاءَةٌ	
٧٧	they (fem.) ruin	تُخَرِّبُ		٨٤	he acquitted	بَرَأَ	
٧٢	it (fem.) secretes	تُخْرِجُ		٨٤	acquitted (noun)	بَرِيءٌ	
٧٧	destruction	تَخْرِيْبٌ		٧٢	its ( fem. ) abdomen	بَطْنُهَا	
٧٣	it (fem.) stores	تَخْزِنُ		٥٨	yet	بَعْدُ	
٧٨	they ( fem. ) destroy	تُدْمِرُ		٥٢	he remained	بَقِيَ	
٧٨	destruction	تَدْمِيرٌ		٤٥	Port Said	بُورْ سَعِيدُ	
٤٥	it ( fem. ) links	تَرْبِطُ		١٠	owl	بُومَةٌ	
٧٦	it ( fem. ) goes up	تَرْتَفِعُ		٥٩	between them ( dual )	بَيْنَهُمَا	
٥٢	it ( masc. ) left him	تَرَكَهُ		٧٣	their hives	بُيُوتُهُ	
٥٩	( the friends ) raced	تَسَابَقَ		٤٥	they ( fem. ) come	تَأْتِي	ت
٣٢	they (fem.) help	تُسَاعِدُ		١٨	you (masc. sing.) dare	تَتَجَرَأُ	
١٩	you ( masc. ) forgive me	تُسَامِحْنِي		٣٣	it ( fem. ) cooperates	تَتَعَاوَنُ	
٢٦	it ( fem. ) coos	تُسَجِّعُ		٢٦	it (fem.) talks	تَتَكَلَّمُ	
٧٢	it ( fem. ) falls	تَسْقُطُ		٧١	it (fem.) consists	تَتَكَوَّنُ	
٧١	it ( fem. ) is known for	تُشْتَهَرُ		٣٢	she milks	تُحَلَبُ	
٥١	you (masc.)	تُصَاحِبُ		٧٧	it ( fem. ) flies	تُحَلِقُ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٤٥	it ( fem. ) ends	تَنْتَهِي	ث	٧٦	it ( fem. ) folds	تَطْوِي	
٣٢	she cleans	تَنْظِفُ		٦٦	(the members) got acquainted	تَعَارَفَ	
٦٥	cleaning (to clean)	تَنْظِيفٌ		٨٤	may He be exalted	تَعَالَى	
٧٧	they (fem.) carry	تَنْقُلُ		٧١	cooperation	تَعَاوُنٌ	
٧٧	it ( fem. ) lands	تَهْبِطُ		٤٥	they ( fem. ) cross it ( fem. )	تَعْبُرُهَا	
٧٧	they ( fem. ) demolish	تَهْدِمُ		٣٢	she prepares	تُعَدُّ	
٧٢	it (fem.) performs	تُودِي		٧٢	it ( fem. ) returns	تَعُودُ	
٤٥	they (fem.) save (time and money)	تُوفِّرُ		٧١	it ( fem. ) lives	تَعِيشُ	
٧٦	it ( fem. ) buzzes	تَنْزُّ	ج	٧٨	progress	تَقْدَمُ	
١١	snake	ثُعْبَانٌ		٧٧	they ( fem. ) shorten	تُقَرِّبُ	
٣٨	it ( masc. ) has come	جَاءَ		٧٢	it ( fem. ) spends	تَقْضِي	
١٠	( birds ) of prey ( masc. dual, nominative )	جَارِحَانِ		١١	it ( fem. ) jumps	تَقْفِزُ	
٧٣	mountains	جِبَالٌ		٢٧	it (fem.) clucks	تَقُوقُ	
١٧	hole	جُحْرٌ		٢٥	it ( fem. ) has spoken	تَكَلَّمَتْ	
٣	worthy (masc.pl. nominative )	جَدِيرُونَ		٧٣	it (fem.) stings	تَلْسَعُ	
٥٧	she ran	جَرَتْ		٧٢	they ( fem. ) fertilize	تُلْقِحُ	
١٨	it ( masc. ) ran	جَرَى		٤٥	it ( fem. ) passes ( through )	تَمُرُّ	
٦٥	fetching (to fetch)	جَلَبُ		٢٦	it ( fem. ) mews	تَمُوءُ	



Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٤٦	(the Egyptians) dug	حَفَرَ		٧٧	great (fem. sing.)	جَلِيلَةٌ	
٤٦	its (fem.) digging	حَفْرُهَا		٣٣	all	جَمِيعٌ	
٧٢	preserving ( to preserve )	حَفِظَ		٤٦	effort	جُهْدٌ	
٣٧	party	حَفْلَةٌ		٦٦	near them	بِ (جَوَارِهِمْ)	
٨٤	he judged	حَكَمَ		٧٣	need ( noun )	حَاجَةٌ	ح
٨٢	judgement	حُكْمٌ		١٠	sharp	حَادٌ	
٨٤	thou judgest	حَكَمْتَ		٦٥	the two guards ( nominative ) (of the camp)	حَارِسَا (الْمُعَسِّكِرِ)	
٥١	he carried	حَمَلَ		٣٩	guests (masc. pl. accusative )	حَاضِرِينَ	
٥٧	pool	حَوْضٌ		٥٨	edge	حَافَةٌ	
٥٢	around him	حَوْلَهُ		٢٠	ropes	حَبَالٌ	
١٠	free (from feathers) ( masc. dual, nominative )	خَالِيَانِ	خ	٧٣	grains	حَبُوبٌ	
١٨	frightened ( masc. sing. )	خَائِفٌ		٧٣	the pollen	حُبُوبُ اللَّقَاحِ	
٧٧	service	خِدْمَةٌ		٥١	until	حَتَّى	
٥٩	they ( dual ) came out	خَرَجَا		٧٢	gardens	حَدَائِقُ	
٢٠	getting out	خُرُوجٌ		٧٧	war	حَرْبٌ	
٦٤	elocution	خَطَابَةٌ		٧١	insect	حَشْرَةٌ	
١٠	bat	خُفَّاشٌ		٢	harvest	حَصَادٌ	
٧٣	hives	خَلَائِيَا		٦٥	wood ( for fire )	حَطَبٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٧٦	you (masc. sing.) saw it (fem.)	رَأَيْتَهَا		١١	hind (legs) (fem. dual, nominative)	خَلْفَيْتَانِ	
١٩	perhaps	رُبَّمَا		٧٢	hive	خَلِيَّةٌ	
٩	( two ) legs (nominative)	رِجْلَانِ		٧٣	its (fem.) hive	خَلِيَّتُهَا	
٧٢	their (fem.) nectar	رَحِيقُهَا		٨٣	fear	خَوْفٌ	
١٩	I (might) return	(رُبَّمَا) رَدَدْتُ		٦٥	tents	خِيَامٌ	
٢	income	رِزْقٌ		٤	welfare	خَيْرٌ	
١٨	terror	رُعْبٌ		٥٢	it (masc.) went around	دَارَ	د
٧٢	wish	رَغْبَةٌ		٨٣	he defended	دَافَعَ	
٥٧	she lifted	رَفَعَتْ		٣	going on ( fem. sing. )	دَائِبَةٌ	
١١	neck	رَقَبَةٌ		٢٧	hen	دَجَاجَةٌ	
٧٦	you (masc. sing.) have been in ( you rode )	رَكَبْتَ		٧٣	defence	دِفَاعٌ	
٥٧	its ringing	رَنِينُهُ		٣٨	he invited ( masc. )	دَعَا	
٦٥	superiors	رُؤَسَاءُ		٥٧	it (masc.) rang	دَقَّ	
١٠	feathers	رِيشٌ		٢٧	you (masc. sing.) have mentioned them	ذَكَرْتَهَا	ذ
٣٧	classmates	زُمَلَاءُ	ز	٧١	drones	ذُكُورٌ	
٥٩	female classmates	زَمِيلَاتٌ		٢	gold	ذَهَبٌ	
٢	flowers	زَهْرَاتٌ		١١	( two ) heads ( nominative )	رَأْسَانِ	ر
٣١	wives	زَوَاجَاتٌ					

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٢	silence	سُكُونٌ		٩	boat	زَوْقٌ	
٥١	his weapon	سِلَاحُهُ		١٩	roar ( of a lion )	زَيْيرٌ	
٧٧	safety	سَلَامٌ		٥١	it (masc.) walked	سَارَ	س
٧٧	peace	سِلْمٌ		١١	poisonous (masc. dual, nominative)	سَامَانٌ	ه
٧٦	you (masc. sing.) have heard it ( fem. )	سَمِعْتَهَا		٥٨	I will call him	سَأْتَدِيهِ	
١١	easiness	سُهُولَةٌ		٥٧	swimming	سِبَاحَةٌ	
٨٤	Sura(h)( Chapter of Koran )	سُورَةٌ		٥٨	( two ) swimmers ( masc. dual, nominative )	سِبَاحَانِ	
٤٤	Suez	السُّوَيْسُ		٥٩	race	سِبَاقٌ	
٤٦	it ( fem. ) dominated	سَيَّطَرَتْ		٥٩	he swam	سَبَحَ	
٢	prevalent (masc. sing. )	شَامِلٌ	ش	٥٩	he was ahead of	سَبَقَ	
١٩	nets	شَبَاكٌ		٧٢	hexagonal	سُدَّاسِيَّةٌ	
٢	similar ( masc. sing. )	شَبِيهٌ		٣٣	pleasure	سُرُورٌ	
٥٢	courageous ( masc. sing. )	شَجَاعٌ		٣	happiness	سَعَادَةٌ	
٧١	courage	شَجَاعَةٌ		٧٢	working hard	سَعَى	
٥٢	his courage	شَجَاعَتُهُ		٨٤	happy ( masc. dual, nominative )	سَعِيدَانِ	
٧٧	evil	شَرٌّ		٨٤	happy ( masc. dual, accusative )	سَعِيدَيْنِ	
٣٩	they drank	شَرَبُوا		٤٥	ships	سُفُنٌ	
٤٦	company	شَرِكَةٌ		١٨	it ( masc. ) fell down	سَقَطَ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٩	weak (masc. dual, nominative)	ضَعِيفَانِ		١٨	its (masc.) hair	شَعْرُهُ	
١١	frog	ضِفْدَعَةٌ		٢٠	it (masc. sing.) thanked	شَكَرَ	
٦٥	obedience	طَاعَةٌ	ط	٧٢	wax	شَمْعٌ	
١٠	birds (masc. dual, nominative)	طَائِرَانِ		٣٩	candles	شَمْعَاتُ	
٦٥	the cooks (masc. pl., nominative) (of the camp)	طَبَاخُوا الْمَعَسَكِ		٨٣	witnesses	شُهُودٌ	
٣	streets	طُرُقَاتُ		٥٩	his friend	صَاحِبُهُ	ص
٧٣	desire (noun)	طَمَعٌ		٨٤	qualified (masc. pl., nominative)	صَالِحُونَ	
١١	long (fem. dual, nominative)	طَوِيلَتَانِ		٣	morning	صَبْحٌ	
٧٦	folding	طَيٌّ		١٨	it (masc. sing.) woke up	صَحَا	
٩	birds	طَيْرٌ		٦٥	desert	صَحْرَاءُ	
١٠	flying	طَيْرَانٌ		٥٢	he climbed up	صَعَدَ	
١٨	it (masc.) thought	ظَنَّ	ظ	٢٠	its (masc.) smallness	صِغَرُهُ	
٨٢	fair (masc. sing.)	عَادِلٌ	ع	٧٣	industries	صِنَاعَاتُ	
٨٢	fair (masc. pl., nominative)	عَادِلُونَ		٥٧	his voice	صَوْتُهُ	
١٧	it (masc.) lived	عَاشَ		١٩	hunter	صَيَّادٌ	
١٢	lovers (masc. dual, nominative)	عَاشِقَانِ		٥١	hunting	صَيْدٌ	
٤٦	year	عَامٌ		٥٩	it (fem.) narrowed	ضَاقَتْ	ض
				١٩	it (masc.) laughed.	ضَحِكَ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٧٧	villages	الْقُرَى		٦٥	poor (broken plural)	فُقَرَاءُ	
٨٤	justice	قِسْطٌ		٣٨	idea	فِكْرَةٌ	
٣٩	they narrated	قَصُّوا		١	(women) farmers (fem.pl.)	فَلَّاحَاتُ	
١٠	short (fem. dual, nominative)	قَصِيرَتَانِ		٣١	farmers (masc. pl., genitive)	فَلَّاحِينَ	
٨٢	judges (broken plural)	قُضَاةٌ		٥٢	immediately	فَوْرًا	
٦٦	they spent	قَضَوْا		٢	coming (masc. sing.)	قَادِمٌ	ف
٨٣	case	قَضِيَّةٌ		٤	coming (fem.)	قَادِمَةٌ	
٢٥	a cat	قِطَّةٌ		٤	coming (masc. pl.; nominative)	قَادِمُونَ	
٢٥	his cat	قِطَّتُهُ		٣	going (fem. pl.)	قَاصِدَاتُ	
٢٥	my cat	قِطَّتِي		٣	going (masc. pl., nominative)	قَاصِدُونَ	
٥٨	(the two friends) jumped	قَفَزَ		٨٢	the judge	الْقَاضِي	
٧٨	step (jump)	قَفْزَةٌ		١١	leaping (masc. dual, nominative)	قَافِزَانِ	
١١	kangaroo	قَنْعَرٌ		٣٢	she did	قَامَتْ بِـ	
٧٢	food	قُوْتُ		٨٣	law	قَانُونٌ	
١٠	strong (masc. dual, nominative)	قَوِيَّانِ		٣٩	he presented	قَدَّمَ	
١٠	strong (fem. dual, nominative)	قَوِيَّتَانِ		٥٨	old (masc. dual, nominative)	قَدِيمَانِ	
٦٥	grown-ups	كِبَارٌ	ك	٣٧	it (masc.) is approaching	قَرُبَ	
١١	big (fem. dual, nominative)	كَبِيرَتَانِ		٤٦	century	قَرْنٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٤٤	Egypt	مِصْرٌ		١٨	frightening (masc. sing.)	مُخِيفٌ	
٤٦	Egyptians (masc. pl., nominative)	مِصْرِيُّونَ		٣٨	guests (masc. accusative)	مَدْعُوِّينَ	
٤٦	Egyptians (masc. pl., genitive)	مِصْرِيِّينَ		٤٥	the Bitter (Lakes)	(الْبَحِيرَاتُ) الْمُرَّةُ	
٥٩	applauding (fem. pl.)	مُصَفِّقَاتٌ			fields (broken plural)	مَزَارِعُ	
٥٩	applauding (masc. pl., accusative)	مُصَفِّقِينَ		٢	crowded (fem.)	مُرْدَحِمَةٌ	
٤٦	its (fem.) awn benefit	مُضْلِحَتُهَا		٢٠	advantage	مُزِيَّةٌ	
٥٩	double (masc. sing.)	مُضَاعَفٌ		٦٥	helping	مُسَاعِدَةٌ	
٨٣	(is) put to (fem.)	مَقْرُوضَةٌ عَلَى		٥٩	distance	مَسَافَةٌ	
٦٥	camp	مُحَسَكِرٌ		٧٧	distances	مَسَافَاتٌ	
٦٦	two camps (genitive)	مُحَسَكِرَيْنِ		٧٧	passengers (masc. pl., accusative)	مُسَافِرِينَ	
٣٣	with them (dual)	مَعَهُمَا		٢	dwellings (broken plural)	مَسَاكِنُ	
١٩	power	مَقْدَرَةٌ		٧٣	peace-loving (fem.)	مُسَالِمَةٌ	
٨٤	just (masc. pl. accusative)	مُقْسِطِينَ		٢٠	quick (masc. sing.)	مُسْرِعٌ	
٣	offices (broken plural)	مَكَاتِبُ		٥٧	quick (fem. sing.)	مُسْرِعَةٌ	
٥٢	his place	مَكَانُهُ		٥٨	quick ( masc. dual, accusative)	مُسْرِعَيْنِ	
٨٣	file	مَلَفٌ		٢	happy (fem. pl.)	مُسْرُورَاتٌ	
١٨	king	مَلِكٌ		٣٩	amusing (fem.)	مُسْلِيَةٌ	
٧١	queen	مَلِكَةٌ		٦٥	supervisor	مُشْرِفٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٣٢	he gets ready	يَسْتَعِدُّ		٨٤	he rejoiced	هَلَّلَ	
٣٣	he waters	يَسْقِي		١٨	rage	هَبَاجٌ	
٦٦	they have fun	يَسْمُرُونَ		٧٢	its (fem.) duty	وَاجِبُهَا	
٢٦	it (masc.) chirps	يُسْقِشِقُ		٥٧	clear(masc. sing.)	وَاضِحٌ	
٥٢	it (masc.) sniffs at him	يَسْنُمُهُ		٣٨	he agreed	وَأَفَقَ	
٢٦	it(masc.) whistles	يَصْفِرُ		١٨	beasts ( broken plural )	وُحُوشٌ	
٢٦	it (masc.) neighs	يَضْهَلُ		٤٥	time	وَقْتُ	
٢٧	it (masc.) crows	يَصْبِحُ		١٩	it (masc.) fell	وَقَعَ	
٨٢	he judges fairly	يَعْدِلُ		١٧	it' (masc.) looks for	يَبْحَثُ	ي
٣١	(the farmers) work	يَعْمَلُ		٧٣	(the bees) build	يَبْنِي	
٢٦	it (masc.) howls	يَعْوِي		٣٣	(all of them) cooperate	يَتَعَاوَنُ	
٧٣	he gets near	يَقْتَرِبُ		٨٢	he judges	يَحْكُمُ	
٢٥	it (masc.) gnaws	يَقْرِضُ		٨٣	he defends	يُدَافِعُ	
١٨	it (masc.) gnaws at it ( fem. )	يَقْرِضُهَا		٧٣	(people) breed	يُرَبِّي	
٧٣	(the bees) pollinate	يَلْقَحُ		٣٣	he looks after	يَرْعَى	
٢٦	it (masc.) barks	يَنْبَحُ		١٩	(the lion) roars	يَزَارُ	
٢٧	it (masc.) jars	يَنْعَقُ		١٩	he helps	يُسَاعِدُ	
٢٦	it (masc.) brays	يَنْهَقُ		٥١	they (dual) rest	يَسْتَرِيحَانِ	
٤٦	July	يُولِيُو		١٩	it ( masc. ) could (not)	(لَمْ) يَسْتَطِيعَ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٣٢	his (masc.) work	عَمَلُهُ		٧٧	inhabited (fem.)	عَامِرَةٌ	
١٩	(I have forgiven) you	(عَفَوْتُ) عَنْكَ		٣	hardworking people ( masc. pl., nominative)	عَامِلُونَ	
١١	(two eyes) (nominative)	عَيْنَانِ		٨٢	fairness, justice	عَدْلٌ	
٧٢	cells	عُيُونٌ		٢٧	you (masc. sing.) have known	عَرَفْتَ	
٨٤	they both left	غَادَرَا	غ	٢٠	I have known	عَرَفْتُ	
١٧	its (masc.) food	غِذَاوُهُ		١٧	den (of a lion)	عَرِينٌ	
٣٨	room	غُرْفَةٌ		١٧	its (masc.) den	عَرِينُهُ	
٧٨	invasion	غَزْوٌ		٦٥	(the troop ) encamped	عَسْكَرٌ (الْفَرِيقُ)	
٢	branches	غُصُونٌ		٧٢	honey	عَسَلٌ	
١١	mouse	فَأْرٌ	ف	٥٨	two members (nominative)	عُضْوَانِ	
٥٢	suddenly	فَجْأَةً		٦٥	two members ( accusative )	عُضْوَيْنِ	
٦٦	( the troops ) finished	فَرَغَ		٧٧	great (fem.)	عَظِيمَةٌ	
٦٤	teams	فِرَقٌ		١٩	forgiveness	عَفْوٌ	
٧٨	space	فَضَاءٌ		١٩	I have forgiven	عَفَوْتُ	
٣٩	cakes	فَطَائِرٌ		٩	you (masc. sing.) have learnt	عَلِمْتَ	
٣٢	breakfast	فُطُورٌ		٦٥	Aly	عَلَى	
٤٦	it (fem.) lost	فَقَدَتْ		٢	fresh (masc. sing.)	عَلِيلٌ	
				٥٢	on to them (dual)	عَلَيْهِمَا	



Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
11	similar ( masc. dual, nominative)	مُتَشَابِهَانِ		51	his shoulder	كَتِفُهُ	
10	similar ( fem. dual, nominative)	مُتَشَابِهَتَانِ		51	liar (masc. sing.)	كَذَّابٌ	
52	pretending (masc. sing.)	مُتَظَاهِرٌ		64	boyscouts	كَشَافَةٌ	
31	cooperating(fem.)	مُتَعَاوِنَةٌ		18	its (masc.) mane	لِبْدَتُهُ	ل
12	similar ( agree with each other) (masc. dual, nominative)	مُتَّفِقَانِ		39	they played	لَعِبُوا	
59	advancing (masc. sing.)	مُتَقَدِّمٌ		73	fertilization	لِقَاحٌ	
57	speaker (masc. sing.)	مُتَكَلِّمٌ		10	but it (masc.)	(و) لَكِنَّهُ	
10	similar (masc. dual)	مُتَمَاثِلَانِ		73	but it (fem.)	(و) لَكِنَّهَا	
2	swaying (fem.)	مُتَمَايِلَةٌ		37	to it (fem.)	لَهَا	
83	accused ( masc. sing.)	مُتَّهِمٌ		2	pearls	لُؤْلُؤٌ	
83	accused ( masc. dual, genitive)	مُتَّهِمَيْنِ		27	it (fem.) mewed	مَاءَتٌ	م
2	near (fem.)	مُجَاوِرَةٌ		33	cattle	مَاشِيَةٌ	
9	(two) oars (nominative)	مِجْدَافَانِ		45	money	مَالٌ	
4	hard-working (masc. pl., nominative)	مُجِدِّونَ		58	skilful (masc. dual, nominative )	مَاهِرَانِ	
83	the lawyer	اَلْمُحَامِي		10	water (birds) (masc. dual, nominative)	مَائِيَانِ	
65	needy ( masc. pl., accusative )	مُحْتَاجِينَ		65	principles	مَبَادِي	
84	law court	مَحْكَمَةٌ		2	early(masc. sing.)	مُبَكَّرٌ	
10	claws (broken plural)	مَخَالِبٌ		58	ready ( masc. dual, accusative)	مُتَاهِبَيْنِ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٧١	bee	نَحْلَةٌ		٧٢	queens (fem. pl.)	مَلَكَاتُ	
٢	dew	الْنَدَى		٦٦	pleasant (fem.)	مُتَعَةٍ	
٢	breeze	نَسِيمٌ		٧٢	regular (fem.)	مُنْتَظِمَةٌ	
٧٢	activity	نَشَاطٌ		١٠	beak	مِنْقَارٌ	
١	energetic (masc. pl., nominative)	نَشِيطُونَ		٥١	of them (dual)	مِنْهُمَا	
٥٣	it (masc.) advised me	نَصَحَنِي		٣٢	of them (pl.)	مِنْهُمْ	
٤٥	blessing	نِعْمَةٌ		٥٢	death	مَوْتُ	
٧٣	itself (fem. sing.)	نَفْسُهَا		٢	season	مَوْسِمٌ	
١٨	it (masc. sing.) shook	نَفَضَ		٣	women employees (fem. pl.)	مُوظَّفَاتُ	
٦٦	carrying (to carry)	نَقَلَ		٣	employees (masc. pl., nominative)	مُوظَّفُونَ	
٥٩	end	نَهَابَةٌ		١٨	situation	مَوْقِفٌ	
٣٩	anecdotes (broken plural)	نَوَادِرُ		٥٢	dead animal	مَيْتَةٌ	
٥٧	his sleep	نَوْمُهُ		٣٧	birth	مِيلَادٌ	
١٨	raging (masc. sing.)	هَائِجٌ	هـ	٣٧	my birth	مِيلَادِي	
١	(the farmers) woke up	هَبَّ		٤٤	port	مِينَاءُ	
١	(the women farmers) woke up	هَبَّتْ		٥٧	club	النَّادِي	ن
٤٠	presents, gifts (broken plural)	هَدَايَا		٦٦	fire	نَارٌ	
٧٧	demolishing	هَدَمَ		٧٣	useful (fem.)	نَافِعَةٌ	
٤٠	two presents (fem. dual, accusative)	هَدِيَّتَيْنِ		٣١	sleepers (masc. pl., nominative)	نَائِمُونَ	
١٩	escape	هَرَبَ		٢٠	we despise	نَخْتَفِرُ	

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